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ABSTRACT

The Student Work Performance Handbook is the sixth in a series from Project Employability (Ohio) designed to meet employability needs of trainable and educable mentally retarded high school students. The handbook is organized into five major components: (1) knowledge factors about applying for and securing employment (job sources, job application and interview, self development, payroll/social security/income tax, work accidents/safety, other workers, boss image); (2) skill factors which deal with the student's perception of self as employee and successful worker (budgeting/marketing, communication, transportation, time/leisure time, self help, self care/dress, work/job problem areas, occupatonal terminology); (3) worker attitudes (reality, frustration/tolerance, mood, cooperation, cheerfulness); (4) value factors (space/other, self, work, money, safety, conservation); and (5) the Criterion Awareness Scale to evaluate student readiness in the areas of getting and keeping a job. The handbook is designed as a supplementary resource and includes pre- and posttests, sample forms, illustrations, activities, checklists, and handouts. (SB)

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WORK PERFORMANCE HANDBOOK

for Special Education Students

U.S. DEPARTMENT OF EDUCATION
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Project FMPLOYABILITY

Project No. 0061-4C-81-D-3

August 1981

East Central Ohio Special Education Region Resource Center

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EC 142 186

STUDENT PERFORMANCE HANDBOOK

PROJECT

EMPLOYABILITY

EAST CENTRAL OHIO
SPECIAL EDUCATION
REGIONAL RESOURCE CENTER

LEWIS P. BURRELL Ed.D. PROJECT DIRECTOR
ROBERT L. TALARICO DIRECTOR

FISCAL AGENT: TUSCARAWAS COUNTY BOARD OF EDUCATION

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FOR MORE INFORMATION CALL OR WRITE:

ECO SERRC
818 Boulevard
Dover, Ohio 44622

(216) 343-3355

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James Eggan	Indian Valley Local Schools
Suzanne Farrell	Tuscarawas County Schools
James Gallagher	Jefferson County Schools
Connie Giamos	Jefferson County Jeffco Workshop
Ruth J. Gregory	Jefferson County School of Bright Promise
Larry Holland	Zanesville City Schools
Tom Lackman	Edison Local Schools
Steven W. Lowe	Guernsey County Golden Rule School
Margaret MacLearie	Muskingum County Schools
James McDonough	Muskingum County Schools
Donna Merrill	Tuscarawas County Starlight School
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Lewis P. Burrell, Ed.D.
Robert L. Talarico

STUDENT WORK PERFORMANCE HANDBOOK

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INTRODUCTION

A. GENERAL

Project Employability, comprised of six related products, was developed to meet the employability needs of handicapped students with either poor success or no success in job placement. This target population is defined in Ohio as low-functioning Educable Mentally Retarded (EMR) and high-functioning Trainable Mentally Retarded (TMR). Within the American Association on Mental Deficiency (AAMD) definition, this population would include children within the high-moderate to low-mild range of retardation. Although these products have been field-tested and validated with this specific population, in design they will accommodate a broader range of retarded students as well as students with other handicaps who may function at a low employability level.

The Student Work Performance Handbook has been developed for use in conjunction with five other Project Employability products. In an effort to help students bridge the gap between school and the world of work, this handbook was developed to address issues of 1) getting a job and 2) keeping a job. Teachers working with student community job placement will find the resource information useful as students become ready for placement.

B. ORGANIZATION OF HANDBOOK

The Student Work Performance Handbook is organized as follows:

1. Knowledge Factors

The Knowledge Factors which contribute to job success involve those understandings about applying for and securing employment. Student success factors will improve as they gain specific information about work and their role in the work environment.

2. Skill Factors

The Skill Factors which contribute to employment success deal with the students' ability to perceive himself as both an employee and as a successful worker. Needs satisfaction and personal care concepts are reinforced.

3. Attitude Factors

Basic worker attitudes which might affect employment success within this population are addressed. These include such topics as frustration, cooperation, and reality to name a few.

4. Value Factors

By Value Factor is meant those work performances which involve judgement on the part of the student. The student could experience either success or failure based on the appropriate choice.

5. Criterion Awareness Scale

This scale was developed to enable teachers and work-study coordinators to evaluate student readiness in the area of 1) getting a job and 2) keeping the job. The scale covers fifteen areas related directly to job success. Once a student has been assessed and if a deficiency exists in any of the fifteen success areas, the area could be located in the table of contents of the Student Work Performance Handbook and the student could be presented review exercises to strengthen his probable employability success status. This test was developed and entered here as an option to those who wish to take another look at their student's preparedness and and success potential.

C. EXPECTED OUTCOMES

By design, this handbook was designed as a supplementary resource to assist teachers in reviewing subject areas with students who are about to enter the community job market. The basic topics covered in this handbook will strengthen the student's probability of job success.

The information of this handbook was collected, developed, and validated on a cooperative basis utilizing special education supervisors, work-study coordinators, teachers, community advisors, and university consultants. The Criterion Awareness Scale was developed by a task force of psychologists and supervisors and was validated by university consultants and the project director. It is our hope that this handbook will be of value to you as you endeavor to improve the employment success capabilities of your students.

Lewis P. Burrell, Ed.D.
August, 1981

FACTOR: I. KNOWLEDGE	AREA: 1. JOB SOURCES

PRE-TEST SCORES/SUMMARIES:

INSTRUCTIONAL STRATEGIES: (Prioritize the ones that apply.)

5 Lecture
1 Discussion/Questioning
2 Practice/Drill
4 Viewing/Listening/Answering
___ Problem Solving
___ Discovery
___ Laboratory
___ Practicum
3 Role Playing/Simulation/Games
___ Independent Learning/Self Instruction
6 Other (Please Specify.) Actual Job Hunting

STUDENT LEARNING ACTIVITIES: (Prioritize the ones that apply.)

2 Read Texts
1 Participate in Discussions
___ Attend Conferences, etc.
3 View Films
___ Observe Handicapped Individuals
4 Other (Please Specify.) Role Playing/Simulation, Games.
5 Field Trip to Employment Office
6 Actual Job Hunting

Examples of Specific Activities:

1. A speaker from the local public employment agency will come to class and discuss ways of finding available jobs. Students will then list five sources of locating a job.

2. Students will look in the classified section of the newspaper and find the help wanted section. Students will then list at least three jobs they are interested in and possibly eligible for.

RESOURCES:

1. Roskos, Frank. Preparing For the World of Work. Merrill, Wisconsin: F.R. Publications, 1979.

2. Randall, Florence. Getting a Job. Belmont, California: Fearon-Pitman Publishers, Inc., 1978.

STUDENT ACTIVITY FORMS:

1.	Job Profile	(I-1A)
2.	"Help Wanted" Classified Ads	(I-1B)
3.	The Yellow Pages	(I-1C,D)

POST-TEST EVALUATION/SUMMARIES:

OTHER RELATED INFORMATION LISTED:

JOB PROFILE

I-1A

Fill in the job profile below. It will come in handy when you start looking for your future job.

Name ______________________________

Address ______________________________

____

Social security number ______________________________

Present grade in school ______________________________

Grade you expect to reach ______________________________

Interest areas (circle one or more):

outdoor work scientific mechanical persuasive

clerical literary social service artistic

other: ______________________________

Special skills (circle one or more):

typing mechanics driving music

bookkeeping athletics shorthand art

other: ______________________________

Job interests: ______________________________

____

____

Schooling needed (circle highest school needed):

elementary high school trade or vocational school

junior high school junior college college

other: ______________________________

Other training needed: ______________________________

____

Beginning salary desired: $ ______________________________

Hope to eventually make $ ______________________________

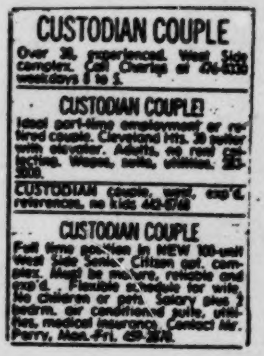
Career job goals: ______________________________

____

____

HELP WANTED CLASSIFIED ADS

Use the pages from the section of the classified ads to look for jobs that fit your role description. Use the dictionary of job want ad abbreviations to figure out what the ads are saying. Note the hours of work, the person's name to request, the address, and phone number. An employment agency is also helpful in securing a job.

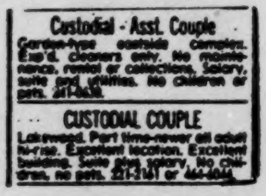


CUSTODIAN COUPLE
Over 30, experienced. West Side complex. Call Charles at 476-3330 weekdays 8 to 5.

CUSTODIAN COUPLE
Ideal part-time employment for retired couple. Cleveland Hts. 30 suiter with elevator. Adults, no rent collecting. Wages, suite, utilities. 321-3000.

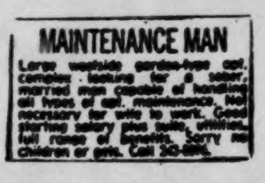
CUSTODIAN couple, want exp'd, references, no kids 442-0748

CUSTODIAN COUPLE
Full time position in NEW 100-unit West Side Senior Citizen apt. complex. Must be mature, reliable and exp'd. Flexible schedule for wife. No children or pets. Salary plus 2 bedrm. air conditioned suite, utilities, medical insurance. Contact Mr. Perry, Mon.-Fri. 459-2870.

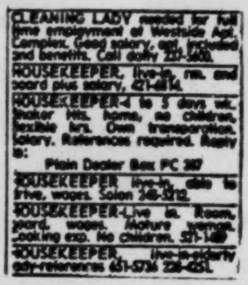


Custodial - Asst. Couple
Garden-type eastside complex. Exp'd. cleaners only. No maintenance, rental or collections. Salary, suite and utilities. No children or pets. 261-0638.

CUSTODIAL COUPLE
Lakewood. Part time-newer all adult hi-rise. Excellent location. Excellent building. Suite plus salary. No children, no pets. 221-2161 or 464-4044.



MAINTENANCE MAN
Large westside garden-type apt. complex looking for a sober, married man capable of handling all types of apt. maintenance. Not necessary for wife to work. Good starting salary plus suite, utilities, full range of benefits. Sorry no children or pets. Call 243-8890.



CLEANING LADY needed for full time employment at Westside Apt. Complex. Good salary, apt. included and benefits. Call daily 221-5600.

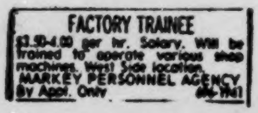
HOUSEKEEPER, live-in, rm. and board plus salary, 421-6814.

HOUSEKEEPER-4 to 5 days wk. Shaker Hts. home, no children, flexible hrs. Own transportation. Salary. References required. Apply to:
Plain Dealer Box PC 307

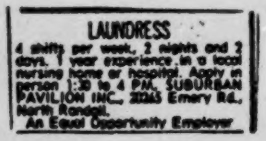
HOUSEKEEPER live-in, able to drive, wages. Solon 248-3212.

HOUSEKEEPER-Live in. Room, board, wages. Mature woman. Cooking exp. No children. 321-1489

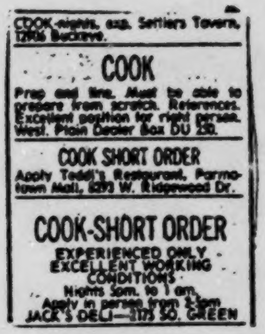
HOUSEKEEPER, live-in-elderly lady-references 651-5736 228-4251.



FACTORY TRAINEE
$3.50-4.00 per hr. Salary. Will be trained to operate various shop machines. West Side location.
MARKEY PERSONNEL AGENCY
By Appt. Only 696-1941



LAUNDRESS
4 shifts per week, 2 nights and 2 days. 1 year experience in a local nursing home or hospital. Apply in person 1:30 to 4 PM. SUBURBAN PAVILION INC., 20265 Emery Rd., North Randall.
An Equal Opportunity Employer

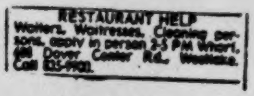


COOK-nights, exp. Settlers Tavern, 12906 Buckeye.

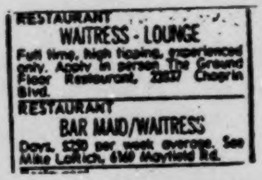
COOK
Prep and line. Must be able to prepare from scratch. References. Excellent position for right person. West. Plain Dealer Box DU 230.

COOK SHORT ORDER
Apply Teddi's Restaurant, Parmatown Mall, 8293 W. Ridgewood Dr.

COOK-SHORT ORDER
EXPERIENCED ONLY
EXCELLENT WORKING CONDITIONS
Nights 5pm. to 1 am.
Apply in person from 2-5pm
JACK'S DELI—2175 SO. GREEN



RESTAURANT HELP
Waiters, Waitresses, Cleaning persons, apply in person 2-5 PM Wharf, 466 Dover Center Rd., Westlake. Call 835-9901.



RESTAURANT
WAITRESS - LOUNGE
Full time, high tipping, experienced only. Apply in person The Ground Floor Restaurant, 22837 Chagrin Blvd.

RESTAURANT
BAR MAID/WAITRESS
Days, $250 per week average. See Mike LaRich, 6149 Mayfield Rd.

THE YELLOW PAGES

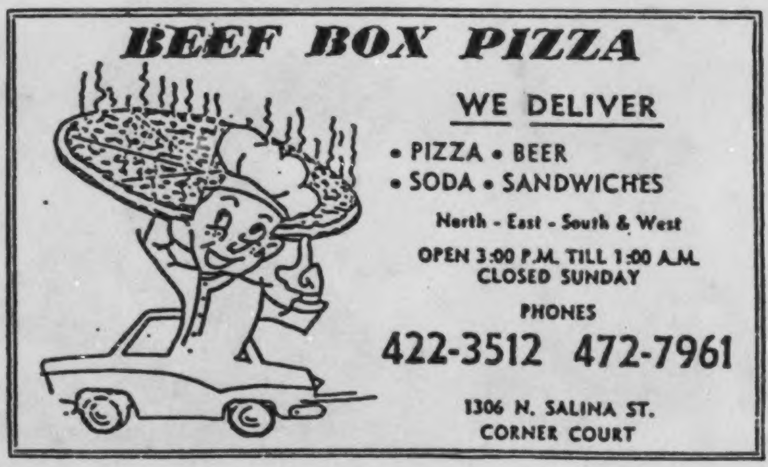
Use the yellow pages when you need a listing of local businesses, their addresses and phone numbers.

Businesses, service agencies, and professional employers like doctors and lawyers are listed in the yellow pages. They're listed alphabetically under headings that name the product or service. For example, you might find headings like these:

Automobile Dealers
Beauty Salons
Dentists
Electric Appliances
Employment Agencies
Insurance
Lawyers
Physicians
Schools
Service Stations
Taxicab Services
Washing Machines

Notice that the headings are in alphabetical order, too.

Now, let's see how using the yellow pages works. Let's say you want to look for work at a pizza shop. Look under "Pizza" in the yellow pages. You will find store names, addresses, and phone numbers. Some listings tell you to look at an ad. The ad will often give more information such as store hours, menus, and if delivery service is available.



BEEF BOX PIZZA

WE DELIVER

- PIZZA • BEER
- SODA • SANDWICHES

North - East - South & West

OPEN 3:00 P.M. TILL 1:00 A.M.
CLOSED SUNDAY

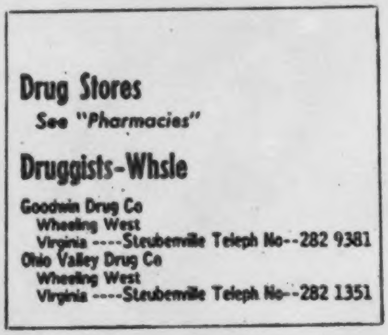
PHONES
422-3512 472-7961

1306 N. SALINA ST.
CORNER COURT

THE YELLOW PAGES Cont'd--

Sometimes it's more difficult to find the right heading. Suppose you want to look for a job working on cars. You look under "Automobile." But there are many headings that start with this word. You have to keep looking until you find "Automobile Repairs and Service."

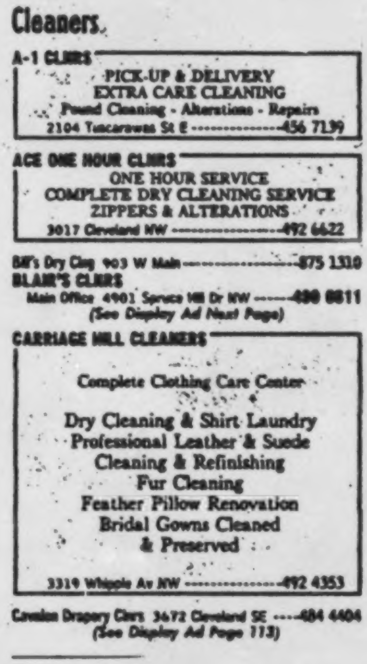
Sometimes things are listed under different headings from what you expect. Just do your best to think of the right one. Often, the yellow pages will tell you where to look if the business is under a different heading. For example, if you look for "Drug Stores" or Dry Cleaners," this is what you may find:



Drug Stores
See "Pharmacies"

Druggists-Whsle

Goodwin Drug Co
Wheeling West
Virginia ----Steubenville Teleph No--282 9381
Ohio Valley Drug Co
Wheeling West
Virginia ----Steubenville Teleph No--282 1351



Cleaners

A-1 CLNRS
PICK-UP & DELIVERY
EXTRA CARE CLEANING
Pound Cleaning - Alterations - Repairs
2104 Tuscarawas St E -------------456 7139

ACE ONE HOUR CLNRS
ONE HOUR SERVICE
COMPLETE DRY CLEANING SERVICE
ZIPPERS & ALTERATIONS
3017 Cleveland NW ---------------492 6622

Bill's Dry Clng 903 W Main ----------------875 1310
BLAIR'S CLNRS
Main Office 4901 Spruce Hill Dr NW -----490 0811
(See Display Ad Next Page)

CARRIAGE HILL CLEANERS
Complete Clothing Care Center
Dry Cleaning & Shirt Laundry
Professional Leather & Suede
Cleaning & Refinishing
Fur Cleaning
Feather Pillow Renovation
Bridal Gowns Cleaned
& Preserved
3319 Whipple Av NW --------------492 4353

Creston Drapery Clnrs 3672 Cleveland SE ----484 4404
(See Display Ad Page 113)

Sometimes you have to think of a different heading yourself. Let's say you look for "Supermarkets" and find nothing. Think of another word that means about the same thing. Try "Grocers," for example.

Once you know how to use the yellow pages, they can be a big help to you. You can do a lot of shopping with them. When you're buying a product, you can call many stores to find out about prices and features of different brands.

FACTOR: I. KNOWLEDGE	AREA: 2a. JOB APPLICATION

PRE-TEST SCORES/SUMMARIES:

INSTRUCTIONAL STRATEGIES: (Prioritize the ones that apply.)

_1_ Lecture
_5_ Discussion/Questioning
_4_ Practice/Drill
_2_ Viewing/Listening/Answering
___ Problem Solving
___ Discovery
___ Laboratory
___ Practicum
___ Role Playing/Simulation/Games
_3_ Independent Learning/ Self Instruction
___ Other (Please Specify.)

STUDENT LEARNING ACTIVITIES: (Prioritize the ones that apply.)

_3_ Read Texts
_4_ Participate in Discussions
___ Attend Conferences, etc.
_1_ View Films
___ Observe Handicapped Individuals
_2_ Other (Please Specify.) Complete sample resume & application form.

Examples of Specific Activities:

1. Students will view and discuss films such as "Application for Employment" or "Your Job: Applying for It."

2. Students will complete sample application forms and resumes, and discuss personal letters of application.

RESOURCES:

1. Tesolowski, Dennis G., Ed.D., Job Readiness Training Curriculum. Materials Development Center, Stout Vocational Rehabilitation Institute, Menomonie, WI: 1979.

2. Multi Resource Centers. Job Seeking Skills Reference Manual. Minneapolis, 1971.

STUDENT ACTIVITY FORMS:

1. Pointers for Completing an Employment Application	(I-2aA,B)
2. Application for Employment	(I-2aC,D)
3. Letters of Application for Employment	(I-2aE,F)
4. Sample Letter of Application for Employment	(I-2aG,H)
5. Writing a Resume	(I-2aI)

POST-TEST EVALUATION/SUMMARIES:

OTHER RELATED INFORMATION LISTED:

1. Coronet Films. Your Job: Applying for It. (film) 65 E. South Water Street, Chicago, IL (60601): Coronet Films.
2. Link Educational Laboratories. The World of Work-Getting the Job. (filmstrip) P.O. Box 25, Hope Hull, AZ (36043): Link Educational Laboratories.

POINTERS FOR COMPLETING AN EMPLOYMENT APPLICATION I-2aA

1. READ INSTRUCTIONS CAREFULLY AND FOLLOW THEM.
2. EITHER PRINT OR TYPE, BUT DO NOT ALTERNATE. (INSTRUCTIONS USUALLY STATE TO PRINT.)
3. WHERE SIGNATURE IS REQUIRED, THIS MEANS "WRITE".
4. USE A TYPEWRITER WHEN IT IS POSSIBLE.
5. DO NOT USE ANY COLOR BESIDES BLUE OR BLACK WHEN USING AN INK PEN.
6. COMPLETELY ANSWER QUESTIONS AS HONESTLY AS POSSIBLE.
7. PUT THE WORD "NONE" OR "N/A" IF A QUESTION DOES NOT APPLY.
8. HAVE THREE GOOD REFERENCES.
    - A. PEOPLE WHO WILL REPRESENT YOU AND SPEAK WELL OF YOUR:
        - (1) ACHIEVEMENTS
        - (2) ABILITIES
        - (3) PERSONAL BACKGROUND
        - (4) CHARACTER
        - (5) EDUCATION
        - (6) EXPERIENCE
        - (7) TRAINING
    - B. GET PERMISSION FROM PEOPLE BEFORE USING THEM AS REFERENCES.
    - C. ACCEPTABLE REFERENCES.
        - (1) CHURCH - PASTOR, MINISTER, OR PRIEST
        - (2) SCHOOL - TEACHERS, PRINCIPAL, OR COUNSELOR
        - (3) PROFESSIONALS - DOCTOR, LAWYER, OR DENTIST
        - (4) PREVIOUS EMPLOYER
        - (5) FRIEND OF FAMILY
    - D. PEOPLE WHO SHOULD NOT BE USED AS REFERENCES.
        - (1) RELATIVES
        - (2) FRIENDS YOUR OWN AGE (MAINLY IF THEY ARE YOUNG AND HAVE NOT HAD MUCH PREVIOUS WORK EXPERIENCE).

E. INFORMATION REQUIRED FOR REFERENCES.

   (1) COMPLETE NAME

   (2) COMPLETE ADDRESS (INCLUDE ZIP CODE)

   (3) TELEPHONE NUMBER (INCLUDE AREA CODE IF DIFFERENT THAN POTENTIAL EMPLOYER'S)

   (4) OCCUPATION

9. SPELL CORRECTLY.

10. HELPFUL MISCELLANEOUS INFORMATION FOR COMPLETING AN APPLICATION.

   A. RESUME

   B. SOCIAL SECURITY CARD

   C. BIRTH CERTIFICATE

   D. DRIVER'S LICENSE

   E. MILITARY RECORDS

   F. TRAINING CERTIFICATES

---

*Source: Refer to Job Readiness Training Curriculum by Dennis G. Tesolowski, Ed.D., of Stout Vocational Rehabilitation Institute for further information on this subject.

APPLICATION FOR EMPLOYMENT

PERSONAL INFORMATION

DATE

NAME — LAST — FIRST — MIDDLE — SOCIAL SECURITY NUMBER

PRESENT ADDRESS — STREET — CITY — STATE

PERMANENT ADDRESS — STREET — CITY — STATE

PHONE NO. — REFERRED BY

EMPLOYMENT DESIRED

POSITION — DATE YOU CAN START — SALARY DESIRED

ARE YOU EMPLOYED — IF SO MAY WE INQUIRE OF YOUR PRESENT EMPLOYER?

EVER APPLIED TO THIS COMPANY BEFORE? — WHERE? — WHEN?

EDUCATION	NAME AND LOCATION OF SCHOOL	YEARS ATTENDED	DATE GRADUATED	SUBJECTS STUDIED
GRAMMAR SCHOOL				
HIGH SCHOOL				
COLLEGE				
TRADE, BUSINESS OR CORRESPONDENCE SCHOOL				

LAST
FIRST
MIDDLE

*THE AGE DISCRIMINATION IN EMPLOYMENT ACT OF 1967 PROHIBITS DISCRIMINATION ON THE BASIS OF AGE WITH RESPECT TO INDIVIDUALS WHO ARE AT LEAST 40 BUT LESS THAN 65 YEARS OF AGE.

GENERAL

SUBJECTS OF SPECIAL STUDY OR RESEARCH WORK

WHAT FOREIGN LANGUAGES DO YOU SPEAK FLUENTLY? — READ — WRITE

U.S. MILITARY OR NAVAL SERVICE — RANK — PRESENT MEMBERSHIP IN NATIONAL GUARD OR RESERVES

SPECIAL QUESTIONS

DO NOT ANSWER ANY OF THE QUESTIONS IN THIS FRAMED AREA UNLESS THE EMPLOYER HAS CHECKED A BOX PRECEDING A QUESTION, THEREBY INDICATING THAT THE INFORMATION IS REQUIRED FOR A BONA FIDE OCCUPATIONAL QUALIFICATION, OR DICTATED BY NATIONAL SECURITY LAWS, OR IS NEEDED FOR OTHER LEGALLY PERMISSIBLE REASONS.

☐ HEIGHT______FEET ________INCHES — ☐ CITIZEN OF U.S.___YES ___NO

☐ WEIGHT______ LBS. — ☐ DATE OF BIRTH*__________

☐ ____

*THE AGE DISCRIMINATION IN EMPLOYMENT ACT OF 1967 PROHIBITS DISCRIMINATION ON THE BASIS OF AGE WITH RESPECT TO INDIVIDUALS WHO ARE AT LEAST 40 BUT LESS THAN 65 YEARS OF AGE.

(CONTINUED ON OTHER SIDE)

I-2aD

PHYSICAL RECORD:

DO YOU HAVE ANY PHYSICAL DEFECTS THAT PRECLUDE YOU FROM PERFORMING ANY WORK FOR WHICH YOU ARE BEING CONSIDERED?

WERE YOU EVER INJURED? GIVE DETAILS

HAVE YOU ANY DEFECTS IN HEARING? IN VISION? IN SPEECH?

IN CASE OF EMERGENCY NOTIFY
NAME ADDRESS PHONE NO.

FORMER EMPLOYERS (LIST BELOW LAST FOUR EMPLOYERS, STARTING WITH LAST ONE FIRST)

DATE MONTH AND YEAR	NAME AND ADDRESS OF EMPLOYER	SALARY	POSITION	REASON FOR LEAVING
FROM				
TO				
FROM				
TO				
FROM				
TO				
FROM				
TO				

REFERENCES: GIVE BELOW THE NAMES OF THREE PERSONS NOT RELATED TO YOU, WHOM YOU HAVE KNOWN AT LEAST ONE YEAR

NAME	ADDRESS	BUSINESS	YEARS ACQUAINTED
1			
2			
3			

I AUTHORIZE INVESTIGATION OF ALL STATEMENTS CONTAINED IN THIS APPLICATION. I UNDERSTAND THAT MISREPRESENTATION OR OMISSION OF FACTS CALLED FOR IS CAUSE FOR DISMISSAL. FURTHER, I UNDERSTAND AND AGREE THAT MY EMPLOYMENT IS FOR NO DEFINITE PERIOD AND MAY, REGARDLESS OF THE DATE OF PAYMENT OF MY WAGES AND SALARY, BE TERMINATED AT ANY TIME WITHOUT ANY PREVIOUS NOTICE.

DATE SIGNATURE

INTERVIEWED BY DO NOT WRITE BELOW THIS LINE DATE

REMARKS:

NEATNESS		CHARACTER	
PERSONALITY		ABILITY	

HIRED FOR DEPT. POSITION WILL REPORT SALARY WAGES

APPROVED: 1. 2. 3.
EMPLOYMENT MANAGER DEPT. HEAD GENERAL MANAGER

THIS FORM HAS BEEN DESIGNED TO STRICTLY COMPLY WITH STATE AND FEDERAL FAIR EMPLOYMENT PRACTICE LAWS PROHIBITING DISCRIMINATION ON THE BASIS OF AN APPLICANT'S SEX OR MINORITY STATUS. QUESTIONS DIRECTLY OR INDIRECTLY REFLECTING SUCH STATUS HAVE BEEN INCLUDED ONLY WHERE NEEDED TO DETERMINE A BONA FIDE OCCUPATIONAL QUALIFICATION OR FOR OTHER PERMISSIBLE PURPOSES. SUCH QUESTIONS ARE APPROPRIATELY NOTED ON THE APPLICATION. NOTWITHSTANDING THESE EFFORTS, TOPS DOES NOT ASSUME RESPONSIBILITY AND HEREBY DISCLAIMS ANY LIABILITY FOR INCLUSION IN THIS FORM, OF ANY QUESTIONS UPON WHICH A VIOLATION OF STATE AND FEDERAL FAIR EMPLOYMENT PRACTICE LAWS MAY BE BASED.

LETTERS OF APPLICATION FOR EMPLOYMENT

1. LEAVE PROPER MARGINS ON BOTH SIDES OF THE LETTER.
2. BEGIN THE LETTER APPROXIMATELY TWO INCHES FROM THE TOP OF THE PAGE.
3. PLACE YOUR ADDRESS IN THE UPPER RIGHT HAND CORNER OF THE LETTER.
4. DATE THE LETTER WITH TODAY'S DATE UNDER YOUR ADDRESS.
5. LEAVE FOUR SPACES BETWEEN THE DATE AND THE COMPANY ADDRESS.
6. PERSON (OR JOB TITLE) AND COMPANY ARE THE FIRST ITEMS WHICH APPEAR ON THE LEFT SIDE OF THE PAGE.
7. LEAVE A DOUBLE SPACE AFTER THE COMPANY ADDRESS AND SALUTATION.
8. USE ZIP CODES IN THE ADDRESSES.
9. USE PROPER SALUTATIONS AS FOLLOWS:
    - A. DEAR MR. JOHNSON:
    - B. DEAR SIR:
    - C. GENTLEMEN:
10. USE A COLON (:) AFTER SALUTATION.
11. EACH PARAGRAPH SHOULD REPRESENT A SEPARATE IDEA.
12. LEAVE A DOUBLE SPACE BETWEEN PARAGRAPHS.
13. USE A PROPER CLOSING.
    - A. SINCERELY,
    - B. YOURS TRULY,
14. LEAVE SPACE BETWEEN THE CLOSING AND THE SIGNATURE.
15. PLACE CLOSING AND SIGNATURE IN THE LOWER RIGHT HAND CORNER OF THE LETTER, BUT ALIGN THEM WITH THE ADDRESS AND DATE IN UPPER RIGHT HAND CORNER.
16. NEATLY WRITE YOUR NAME AND ADDRESS IN UPPER LEFT HAND CORNER OF THE ENVELOPE.

17. USE THE COMPLETE NAME AND ADDRESS OF THE COMPANY BEING WRITTEN ON BOTH THE LETTER AND THE ENVELOPE.

18. NEATLY WRITE AND PROPERLY SPACE THE COMPANY NAME AND ADDRESS ON THE ENVELOPE.

19. THE GENERAL APPEARANCE OF A LETTER OF APPLICATION, INCLUDING HANDWRITING, SPELLING, AND GRAMMAR, SHOULD IMPRESS A POTENTIAL EMPLOYER.

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*Source: Refer to Job Readiness Training Curriculum by Dennis G. Tesolowski, Ed.D., of Stout Vocational Rehabilitation Institute for further information on this subject.

SAMPLE LETTER OF APPLICATION FOR EMPLOYMENT

(Top of Page)

818 BOULEVARD
DOVER, OHIO 44622
AUGUST 15, 1981

MR. DENNIS SMITH
PERSONNEL MANAGER
NATIONAL STEEL COMPANY, INC.
216 WEST AVENUE
DOVER, OHIO 44622

DEAR MR. SMITH:

THIS LETTER IS IN REFERENCE TO THE MACHINIST-GRINDER POSITION ADVERTISED IN THE AKRON DAILY NEWS ON AUGUST 14, 1981.

I COMPLETED TENTH GRADE, WHICH INCLUDED TWO YEARS OF INDUSTRIAL EDUCATION, AT SOUTH HIGH SCHOOL, DOVER, OHIO, IN 1970. I RECEIVED A CERTIFICATE FOR COMPLETING A 26 WEEK (780 HOUR) MACHINISTS PROGRAM AT TUSCARAWAS TECHNICAL SCHOOL, NEW PHILADELPHIA, OHIO, IN 1972.

I WORKED AS A LABORER FOR TWO YEARS AT ACME DIE CASTING IN KNOXVILLE. I HAVE ALSO WORKED AS AN ASSISTANT TOOL AND DIE MAKER FOR FOUR YEARS AT AMERICAN TOOL AND DIE IN KNOXVILLE. DURING THE PAST TWO AND ONE-HALF YEARS I HAVE RECEIVED ON-THE-JOB TRAINING AND WORKED AS A VALVE ASSEMBLER AT THE OPPORTUNITY CENTER IN ANNISTON. MR. WILL BURKEY, SHOP FOREMAN AT THE OPPORTUNITY CENTER, IS PRESENTLY MY IMMEDIATE SUPERVISOR. HE HAS KINDLY PERMITTED ME TO USE HIS NAME AS A REFERENCE.

I AM AVAILABLE FOR IMMEDIATE EMPLOYMENT. OVERTIME WORK, INCLUDING SATURDAY, WILL BE WELCOMED.

LETTER SAMPLE Cont'd--

I SHALL BE HAPPY TO FURNISH YOU WITH ANY FURTHER DETAILS ABOUT MY PERSONAL BACKGROUND, EDUCATION, WORK EXPERIENCE, AND OTHER REFERENCES. I FEEL CONFIDENT THAT I AM CAPABLE OF PERFORMING THE QUALITY OF WORK REQUIRED BY YOUR COMPANY. I WOULD BE PLEASED TO COME IN FOR AN INTERVIEW ANYTIME AT YOUR CONVENIENCE. YOU MAY CALL ME AT 237-1977 ANYTIME AFTER 3:30 P.M. ON WEEKDAYS OR ANYTIME ON WEEKENDS.

THANK YOU FOR YOUR CONSIDERATION IN THIS MATTER.

SINCERELY,

JOHN APPLICANT

WRITING A RESUME

I-2aI

Directions: Using your own personal facts, complete this blank resume form.

RESUME

Name: ______________________________

Address: ______________________________

Telephone: ____________

Date of birth: ____________ Citizenship: ____________

Height ____________ Weight: ____________

Marital status: ____________ Children: ____________

Social security number: ____________

Education:

____

____

____

Work experience:

____

____

____

Special interests:

____

____

References:

____

____

____

____

____

____

____

FACTOR: I. KNOWLEDGE	AREA: 2b. JOB INTERVIEW

PRE-TEST SCORES/SUMMARIES:

INSTRUCTIONAL STRATEGIES: (Prioritize the ones that apply.)

2 Lecture
3 Discussion/Questioning
___ Practice/Drill
4 Viewing/Listening/Answering

___ Problem Solving
___ Discovery
___ Laboratory
___ Practicum

1 Role Playing/Simulation/Games
___ Independent Learning/ Self Instruction
___ Other (Please Specify.)

STUDENT LEARNING ACTIVITIES: (Prioritize the ones that apply.)

3 Read Texts
4 Participate in Discussions
___ Attend Conferences, etc.

2 View Films
___ Observe Handicapped Individuals
1 Other (Please Specify.) Role Playing a Job Interview

Examples of Specific Activities:

1. Class discussion on the importance of the job interview, pass out information sheet - JOB INTERVIEWS: Exhibiting Acceptable Behaviors - for review/discussion/questioning; pass out information sheet - JOB INTERVIEWS: Self-Evaluating Your Grooming - for review/discussion/questioning; pass out information sheet - JOB INTERVIEWS: Questions Which Are Often Asked - for review/discussion/questioning.

2. Job Interviews (role playing) - a. interview each individual; b. instructor will be interviewer (adapt interviews from information sheet - JOB INTERVIEWS: Questions Which Are Often Asked; c. record interviews or video tape (VTR really good to use): 1. discuss interviews; 2. provide input and feedback; d. repeat c. after all individuals have completed first interview.

RESOURCES:

1. Tesolowski, Dennis G., Ed.D. Job Readiness Training Curriculum. Menomonie, WI: Materials Development Center, Stout Vocational Rehabilitation Institute, University of Wisconsin-Stout, 1979. 2. Brandzel, R. "Role Playing as a Training Device in Preparing Multiple-Handicapped Youth for Employment," Group Psychotherapy, 1963, 16 (1-2), 16-21. 3. Jacobs, A. "Counseling for Job Readiness," Journal of Rehabilitation, 1959, 25 (1), 19-20, 45-47. 4. Lofguist, L.H., and Davis, R.v. Adjustment to Work. New York: Appleton-Century-Crofts, 1969. (Continued on second page.)

STUDENT ACTIVITY FORMS:

1. JOB INTERVIEWS: Exhibiting Acceptable Behaviors (I-2bA,B)
2. JOB INTERVIEWS: Self-Evaluating Your Grooming (I-2bC)
3. JOB INTERVIEWS: Questions Which Are Often Asked (I-2bD,E,F,G)

POST-TEST EVALUATION/SUMMARIES:

OTHER RELATED INFORMATION LISTED:

JOB INTERVIEW: WOMEN - Churchill Films, 662 N. Robertson Blvd., Los Angeles, CA 90060

OTHER RESOURCES: (Continued)

Pinto, Rodger P. "An evaluation of job interview training in a rehabilitation setting," Journal of Rehabilitation, 1979, 45 (2), 71-76.

Prazak, G.A. "Learning job-seeking interview skills," In J.D. Krumboltz and C.E. Thornsen (eds), Behavioral Counseling: Cases and Techniques. New York: Holt, Rinehart and Winston, 1969.

JOB INTERVIEWS: EXHIBITING ACCEPTABLE BEHAVIORS I-2bA

1. BE WELL GROOMED.
2. WEAR APPROPRIATE CLOTHING.
3. REMOVE YOUR HAT UPON ENTERING THE OFFICE.
4. ARRIVE AT LEAST 10 MINUTES EARLY.
5. GIVE YOUR FULL NAME TO THE RECEPTIONIST OR SECRETARY.
6. INDICATE YOUR EAGERNESS BY WALKING BRISKLY.
7. INTRODUCE YOURSELF WHEN MEETING THE INTERVIEWER.
8. REFER TO THE INTERVIEWER BY NAME.
9. GIVE A FIRM HANDSHAKE AFTER BEING OFFERED THE INTERVIEWER'S HAND.
10. REMAIN STANDING UNTIL ASKED TO SIT DOWN.
11. BE AN ALERT AND ATTENTIVE LISTENER.
12. ACT INTERESTED.
13. SPEAK CLEARLY AND DISTINCTLY.
14. SPEAK IN A LOUD ENOUGH VOICE.
15. MAINTAIN GOOD POSTURE WHEN STANDING OR SITTING.
16. INDICATE THAT YOU ARE INTERESTED IN THE JOB FOR WHICH YOU ARE APPLYING.
17. ALLOW THE INTERVIEWER TO CONTROL THE INTERVIEW BY LEADING THE DISCUSSION.
18. DIRECTLY ANSWER ALL QUESTIONS (USE GOOD JUDGEMENT IF YOU THINK A QUESTION IS TOO PERSONAL).
19. USE CORRECT GRAMMAR AND ANSWER QUESTIONS COMPLETELY.
20. GIVE ACCURATE, HONEST ANSWERS.
21. OCCASIONALLY SAY "YES, SIR" OR "NO, SIR".
22. PRESENT CERTIFICATES OR DOCUMENTS WHEN ASKED TO VERIFY FACTS.
23. SPEAK IN THE BEST ENGLISH YOU ARE CAPABLE OF.

24. BE COURTEOUS; DON'T CHEW GUM, EAT, OR SMOKE.

25. MAINTAIN EYE CONTACT.

26. STRESS YOUR QUALIFICATIONS FOR THE JOB.

27. DESCRIBE YOUR DISABILITY.

28. LOOK PLEASANT AND SMILE PERIODICALLY.

29. MAINTAIN YOUR POISE.

30. ACT NATURAL BY BEING YOURSELF; DO NOT BRING A FRIEND OR RELATIVE.

31. MAINTAIN A RELATIVELY SERIOUS ATTITUDE.

32. REALISTICALLY DISCUSS WAGES, IF THE INTERVIEWER MENTIONS THEM FIRST.

33. RECORD THE DATE, TIME, AND PLACE TO REPORT, IF ASKED TO RETURN FOR ANOTHER INTERVIEW.

34. EXHIBIT CONFIDENCE IN YOURSELF.

35. VERBALLY INDICATE THAT YOU ARE A POSITIVE THINKER.

36. SAY "THANK YOU" WHEN THE INTERVIEW HAS ENDED.

37. ASK GOOD QUESTIONS, IF GIVEN THE OPPORTUNITY.

38. TRY TO BE RELAXED.

39. INDICATE THAT YOU ARE A KIND PERSON.

40. LET THE INTERVIEWER KNOW THAT YOU ARE INTERESTED IN THE COMPANY BY DISCUSSING THE SERVICES PROVIDED OR PRODUCTS MADE.

41. DEMONSTRATE TO THE EMPLOYER THAT YOU CAN FUNCTION INDEPENDENTLY.

42. STAND WHEN THE EMPLOYER STANDS AFTER THE INTERVIEW HAS ENDED.

43. GIVE A FIRM HANDSHAKE, IF THE INTERVIEWER OFFERS HIS HAND AT THE END OF THE INTERVIEW (ESPECIALLY IF YOU HAD A HANDSHAKE AT THE BEGINNING OF THE INTERVIEW).

Source: Refer to Job Readiness Training Curriculum by Dennis G. Tesolowski, Ed.D., of Stout Vocational Rehabilitation Institute for further information on the subject.

JOB INTERVIEWS: SELF-EVALUATING YOUR GROOMING

1. DID I TAKE A SHOWER OR BATH?
2. DID I WASH MY FACE?
3. DID I BRUSH MY TEETH?
4. DID I FRESHEN MY MOUTH?
5. ARE MY CLOTHES CLEAN?
6. ARE MY CLOTHES IRONED OR PRESSED?
7. ARE MY CLOTHES APPROPRIATE FOR THE INTERVIEW? TOO FANCY OR STYLISH?
8. ARE MY SHOES CLEAN AND POLISHED?
9. IS MY HAIR CLEAN AND NEATLY STYLED?
10. ARE MY FINGERNAILS CLEAN AND TRIM?
11. DO I SMELL CLEAN AND FRESH?
12. DO I APPEAR EXTREME?
13. DO I APPEAR PLEASANT AND NATURAL?
14. DO I HAVE AN APPROPRIATE AMOUNT OF COSMETICS AND PERFUME ON (GIRLS)?
15. AM I COMFORTABLE?
16. IS MY POSTURE GOOD?
17. WAS I PLEASED AFTER CAREFULLY EXAMINING MYSELF IN A MIRROR?

Source: Refer to Job Readiness Training Curriculum by Dennis G. Tesolowski, Ed.D., of Stout Vocational Rehabilitation Institute for further information on the subject.

JOB INTERVIEWS: QUESTIONS
WHICH ARE OFTEN ASKED

A. PERSONAL BACKGROUND (IDENTIFICATION)

1. WHAT INFORMATION CAN YOU GIVE ME ABOUT YOURSELF?
2. WHERE DO YOU LIVE?
3. HOW LONG HAVE YOU LIVED THERE?
4. WHAT ARE YOUR FAVORITE HOBBIES?
5. WHAT IS YOUR MILITARY STATUS?
6. HOW OLD ARE YOU?
7. WHAT CIVIC OR COMMUNITY ACTIVITIES HAVE YOU PARTICIPATED IN?
8. DO YOU THINK THESE ACTIVITIES ARE WORTHWHILE?
9. DO YOU LIKE PEOPLE?
10. DO YOU HAVE MANY FRIENDS?
11. WHAT DO YOU DO WITH YOUR SPARE TIME?
12. WHAT THINGS DO YOU DO BEST?
13. ARE THERE THINGS THAT YOU DO NOT LIKE TO DO?
14. HOW DO YOU LIKE TO SPEND YOUR VACATIONS?
15. HOW MUCH TELEVISION DO YOU WATCH?
16. HAVE YOU EVER BEEN ARRESTED?
17. HAVE YOU EVER BEEN IN JAIL?
18. DO YOU HAVE ANY HEALTH PROBLEMS?
19. HAVE YOU EVER RECEIVED TREATMENT FOR AN EMOTIONAL OR MENTAL CONDITION?

B. EDUCATION

1. WHAT HIGH SCHOOL (ELEMENTARY SCHOOL) DID YOU ATTEND?
2. DID YOU GRADUATE FROM HIGH SCHOOL?

3. WHAT WAS THE LAST YEAR OF SCHOOL WHICH YOU COMPLETED?
4. DID YOU GET ANY SPECIAL TRAINING IN HIGH SCHOOL?
5. WHAT COURSES WERE YOUR FAVORITES?
6. WHAT COURSES DID YOU DISLIKE MOST?
7. DID YOU PARTICIPATE IN ANY EXTRACURRICULAR ACTIVITIES?
8. DID YOU HAVE TO MISS MUCH SCHOOL?
9. DID YOU HAVE MANY FRIENDS?
10. HOW MANY OF YOUR TEACHERS WERE GOOD?
11. WHAT CAN YOU TELL ME ABOUT YOUR FAVORITE TEACHER?

C. SKILL TRAINING

1. HAVE YOU ATTENDED VOCATIONAL OR TECHNICAL SCHOOL?
2. HAVE YOU PARTICIPATED IN ANY MANPOWER TRAINING PROGRAMS?
3. WHAT VOCATIONAL SKILLS DO YOU POSSESS?
4. WHAT MACHINERY CAN YOU OPERATE?
5. HAVE YOU HAD ANY ON-THE-JOB TRAINING?
6. DID YOU RECEIVE ANY VOCATIONAL TRAINING IN HIGH SCHOOL?
7. HAVE YOU DEVELOPED ANY VOCATIONAL SKILLS FROM YOUR HOBBIES?

D. WORK EXPERIENCE OR WORK RELATED

1. HAVE YOU HELD ANY PART-TIME JOBS?
2. HAVE YOU HELD ANY FULL-TIME JOBS?
3. WHAT DUTIES DID YOU PERFORM ON YOUR JOB?
4. DID YOU LIKE YOUR JOB?
5. HOW MUCH MONEY WERE YOU MAKING?
6. WHY DID YOU LEAVE THAT JOB?
7. HOW MUCH DO YOU EXPECT TO BE PAID ON THIS JOB?
8. DO YOU BELIEVE THAT YOU CAN PERFORM THE DUTIES REQUIRED ON THIS JOB?

9. WHERE DID YOU LEARN ABOUT THIS JOB OPENING?
10. HOW LONG DID YOU WORK WITH THAT COMPANY?
11. DO YOU WANT A TEMPORARY OR PERMANENT JOB?
12. DID YOU LIKE YOUR LAST SUPERVISOR?
13. DID YOU AND YOUR EMPLOYER GET ALONG WELL?
14. WHAT CAN YOU TELL ME ABOUT THE CO-WORKERS ON YOUR LAST JOB?
15. DO YOU PREFER TO WORK ALONE OR WITH OTHER PEOPLE?
16. WHAT ARE YOUR LONG-RANGE VOCATIONAL PLANS?
17. HAVE YOU LEARNED ANYTHING FROM YOUR PAST JOBS?
18. WHAT KIND OF AN IMMEDIATE SUPERVISOR DO YOU PREFER?
19. ARE YOU WILLING TO MOVE TO ANOTHER CITY OR STATE IF THE COMPANY ASKS YOU TO?
20. WHAT DID YOU MOST LIKE ABOUT THAT JOB?
21. WHAT DID YOU LIKE LEAST ABOUT THAT JOB?

E. VOCATIONAL INTERESTS

1. WHAT ADVANTAGES ARE THERE IN WORKING FOR THIS COMPANY?
2. DOES THIS JOB HAVE ANY DISADVANTAGES?
3. WHAT TYPE OF WORK DO YOU WANT TO DO?
4. WHAT JOB WOULD YOU LEAST LIKE TO DO?
5. HOW CAN YOU BENEFIT OUR COMPANY?
6. WHAT CAN YOU TELL ME ABOUT OUR PRODUCTS? OR SERVICES?
7. HOW DID YOU BECOME INTERESTED IN THIS TYPE OF WORK?
8. WHAT DO YOU KNOW ABOUT OUR COMPANY?
9. WHAT ARE YOUR QUALIFICATIONS FOR THIS JOB?
10. WHAT WOULD YOU DO IF YOU COULD HAVE ANY JOB IN OUR COMPANY?

11. HOW MUCH MONEY WOULD YOU LIKE TO MAKE?

12. ARE YOU WILLING TO BEGIN WORKING FOR MINIMUM WAGE?

Source: Refer to Job Readiness Training Curriculum by Dennis G. Tesolowski, Ed.D., of Stout Vocational Rehabilitation Institute, for further information on this subject.

FACTOR: I. KNOWLEDGE	AREA: 3. SELF-DEVELOPMENT

PRE-TEST SCORES/SUMMARIES:

INSTRUCTIONAL STRATEGIES: (Prioritize the ones that apply.)

___ Lecture
1 Discussion/Questioning
3 Practice/Drill
5 Viewing/Listening/Answering
4 Problem Solving
___ Discovery
___ Laboratory
7 Practicum
2 Role Playing/Simulation/Games
6 Independent Learning/Self Instruction
___ Other (Please Specify.)

STUDENT LEARNING ACTIVITIES: (Prioritize the ones that apply.)

4 Read Texts
1 Participate in Discussions
___ Attend Conferences, etc.
3 View Films
___ Observe Handicapped Individuals
2 Other (Please Specify.) Simulations and Role Playing

Examples of Specific Activities:

Simulated Interviews: 1) Teacher discusses with students important factors in interviews. 2) Teacher plays employer--students take turns playing employee. 3) After each interview, the class discusses strengths and weaknesses. 4) Suggestions are made for improvement. 5) In advanced stages students compete for a "job". Class votes on who to hire and tells why.

Job Problem Role Playing: 1) Teacher and student (later just students) role play a job problem for the class. 2) Class tries to identify the problem and discusses how well it was worked out. 3) Class suggests other solutions. 4) Sample problems could include tardiness, missing work, taking criticism, getting along with a co-worker, keeping busy, following directions, etc.

RESOURCES:

1. Anema, Durlynn. Don't Get Fired! 13 Ways to Hold Your Job. Hayward, CA: Janus Book Publishers, 1978.
2. Anema, Durlynn. Get Hired! 13 Ways to Get a Job. Hayward, CA: Janus Book Publishers, 1979.
3. Wylie, Richard E. How to Get & Hold a Job. Indian Rocks Beach, FL: Relevant Productions, Inc., 1974.
4. Wylie, Richard E. First Weeks of Work. Indian Rocks Beach, FL: Relevant Productions, Inc., 1977.

STUDENT ACTIVITY FORMS:

1. Attitudes	(I-3A)
2. Work-Study "Cheat Sheet"	(I-3B)

POST-TEST EVALUATION/SUMMARIES:

OTHER RELATED INFORMATION LISTED:

I-3A

ATTITUDES NAME ____________________

_____ 1. Would you like to have a job right now?

_____ 2. Do you understand why getting a job is part of your school program?

_____ 3. Would you rather stay in school all day than work part time?

_____ 4. Are you ready now for a part-time job?

_____ 5. Can you accurately fill out an application without help?

_____ 6. Do you think you could do well on a job interview?

_____ 7. Have you worked anywhere before?

_____ 8. Did you have any problems on earlier jobs?

_____ 9. Do you sometimes have problems with teachers because they boss you?

_____ 10. Have you decided what you want to do for a living? What?

____

_____ 11. What do you want to be doing one year from today?

____

_____ 12. Do you think you will really be doing that?

_____ 13. What student in your class do you admire the most? Why?

____

_____ 14. Would you like to be that person?

_____ 15. What do you like most about yourself?

____

_____ 16. What do you like the least?

____

_____ 17. Are you a little worried about interviews and going to work?

_____ 18. Do you get along pretty well with people?

_____ 19. Could you make it on your own in the world right now?

_____ 20. What would you like to learn before you go out on your own?

____

WORK-STUDY "CHEAT SHEET" Carry with you at all times I-3B

Name Soc. Sec. No.
Last First Middle

Present address Phone

Previous address

Date of Birth Birthplace

Marital Status Physical Defects

Height Weight Citizenship

Education

Type of School	Name and Address	Year Started	Year Finished	Graduated	Course
Grade School					
High School					
College					
Business or Trade					

Work Experience (List present or most recent employer first)

Dates From	To	Employer	Pay	Supervisor Name & Title	Reason for Leaving

References (Other than relatives or former employers)

Name	Address	Phone	Occupation	Years Known

Other Data

NOTE: INCLUDING MUCH OF THE ABOVE INFORMATION ON A WALLET-SIZED CARD WOULD BE HELPFUL TO THE STUDENTS. THEY WOULD ALWAYS HAVE IT AVAILABLE FOR QUICK REFERENCE.

FACTOR: I. KNOWLEDGE	AREA: 4. PAYROLL/S.S./INCOME TAX

PRE-TEST SCORES/SUMMARIES:

INSTRUCTIONAL STRATEGIES: (Prioritize the ones that apply.)

5 Lecture
1 Discussion/Questioning
2 Practice/Drill
4 Viewing/Listening/Answering
6 Problem Solving
___ Discovery
___ Laboratory
___ Practicum
3 Role Playing/Simulation/Games
___ Independent Learning/ Self Instruction
7 Other (Please Specify.) Guest Speaker

STUDENT LEARNING ACTIVITIES: (Prioritize the ones that apply.)

2 Read Texts
1 Participate in Discussions
4 Attend Conferences, etc.
3 View Films
___ Observe Handicapped Individuals
5 Other (Please Specify.) Role Play, Games.
6 Field Trips

Examples of Specific Activities:

1. Students will go on field trip to the local Internal Revenue Service to discuss the Federal Income Tax system. Student and teacher will make an activity chart of main ideas learned.

2. After practice and demonstration, students will go to the school office and independently fill out an application for a Social Security number.

3. The student will contact the local Social Security office and record the documents needed to acquire a Social Security card, i.e., birth certificate and personal identification, etc.

RESOURCES:

1. Roskos, Frank. Preparing for the World of Work. Merrill, Wisconsin 54452: F. R. Publications, 1979.

2. Hall, Betty, and Gabel, Laurence L. Ohio Survival. New York: Holt, Rinehart and Winston Publishers, 1979.

STUDENT ACTIVITY FORMS:

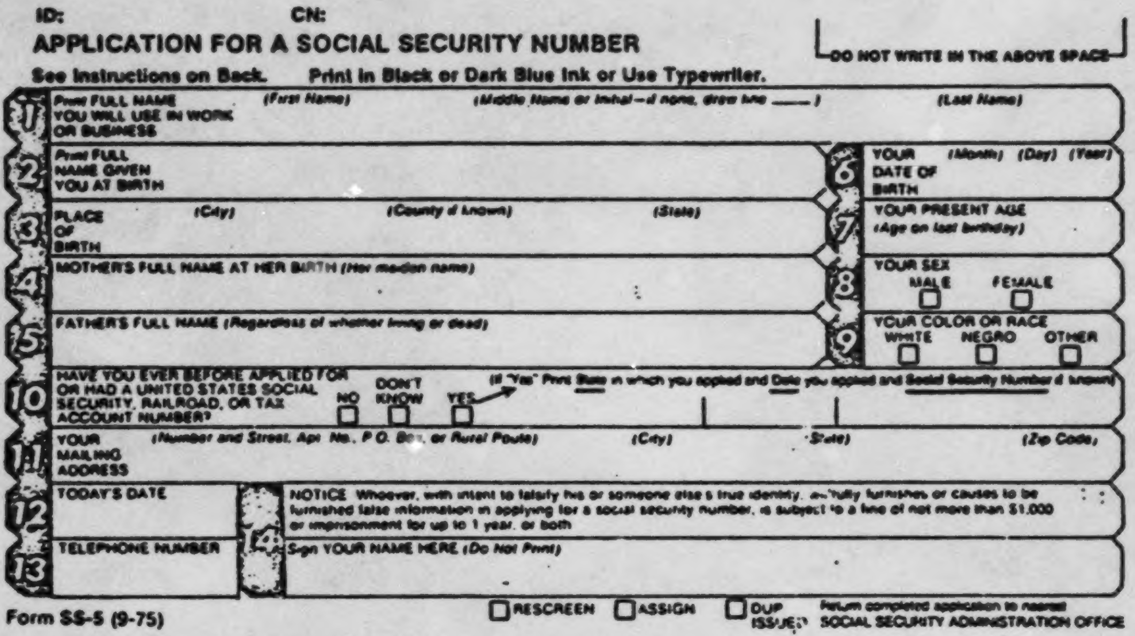
1.	Survival-Application for a S.S. Number	(I-4A)
2.	W-4 Employee's Withholding Allowance Certificate	(I-4B)
3.	Survival-Wage Deductions	(I-4C)

POST-TEST EVALUATION/SUMMARIES:

OTHER RELATED INFORMATION LISTED:
A good game for developing money sense - Pay Day by Parker Brothers, 1975-1976
Parker Brothers, Div. of General Mills Fun Group, Inc., Salem, MA. (1970)

APPLICATION FOR A SOCIAL SECURITY NUMBER

Complete this application for a Social Security Number.



ID: CN:

APPLICATION FOR A SOCIAL SECURITY NUMBER

DO NOT WRITE IN THE ABOVE SPACE

See Instructions on Back. Print in Black or Dark Blue Ink or Use Typewriter.

1 Print FULL NAME YOU WILL USE IN WORK OR BUSINESS (First Name) (Middle Name or Initial—if none, draw line ____) (Last Name)

2 Print FULL NAME GIVEN YOU AT BIRTH

3 PLACE OF BIRTH (City) (County if known) (State)

4 MOTHER'S FULL NAME AT HER BIRTH (Her maiden name)

5 FATHER'S FULL NAME (Regardless of whether living or dead)

6 YOUR DATE OF BIRTH (Month) (Day) (Year)

7 YOUR PRESENT AGE (Age on last birthday)

8 YOUR SEX MALE ☐ FEMALE ☐

9 YOUR COLOR OR RACE WHITE ☐ NEGRO ☐ OTHER ☐

10 HAVE YOU EVER BEFORE APPLIED FOR OR HAD A UNITED STATES SOCIAL SECURITY, RAILROAD, OR TAX ACCOUNT NUMBER? NO ☐ DON'T KNOW ☐ YES ☐ → (If "Yes" Print State in which you applied and Date you applied and Social Security Number if known)

11 YOUR MAILING ADDRESS (Number and Street, Apt. No., P.O. Box, or Rural Route) (City) (State) (Zip Code)

12 TODAY'S DATE

13 TELEPHONE NUMBER

NOTICE Whoever, with intent to falsify his or someone else's true identity, willfully furnishes or causes to be furnished false information in applying for a social security number, is subject to a fine of not more than $1,000 or imprisonment for up to 1 year, or both

14 Sign YOUR NAME HERE (Do Not Print)

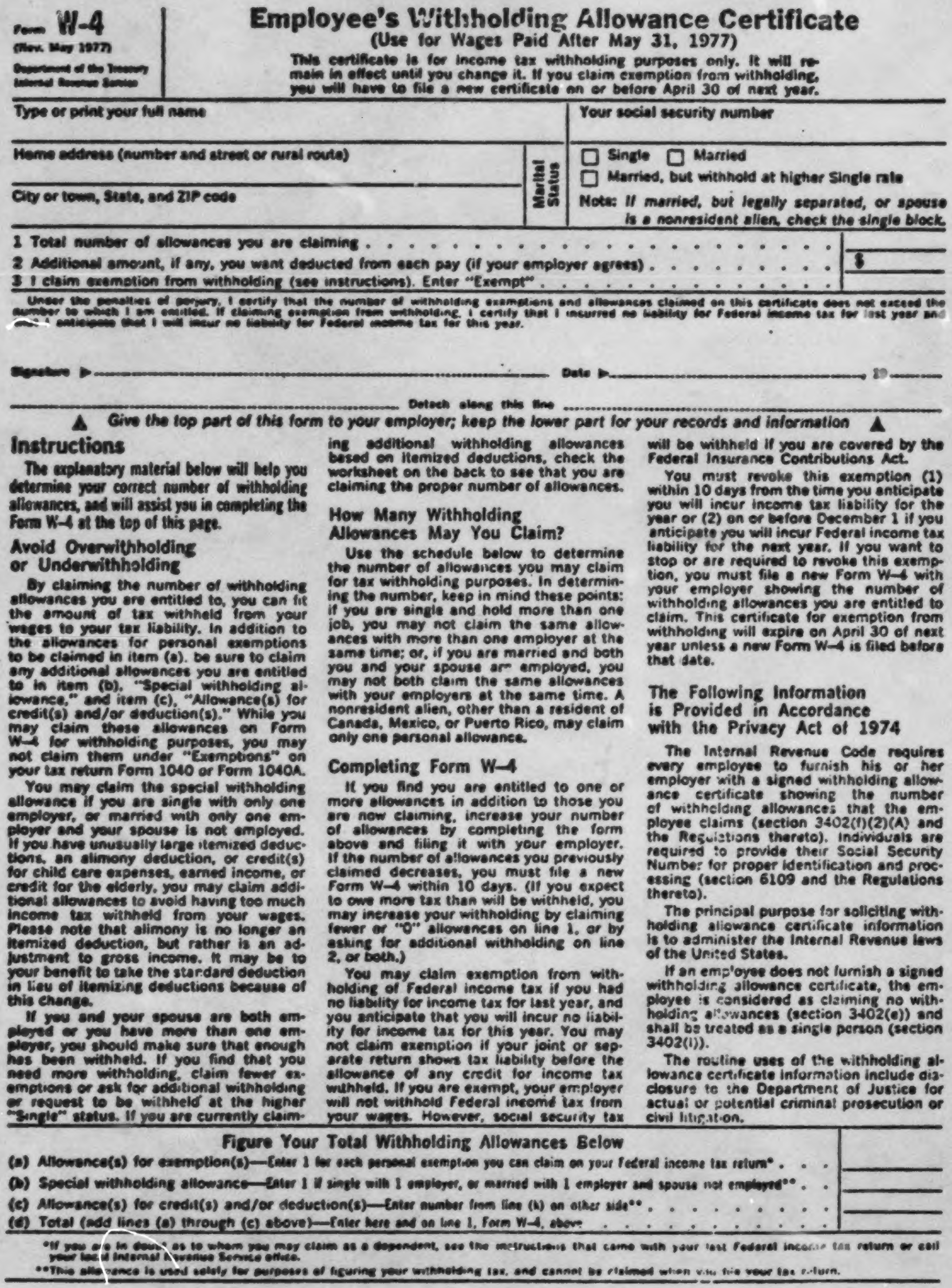
Form SS-5 (9-75)

☐ RESCREEN ☐ ASSIGN ☐ DUP ISSUED

Return completed application to nearest SOCIAL SECURITY ADMINISTRATION OFFICE

Source: Survival. Holt, Rinehart and Winston Publishers, 1979.

I-4B



Form **W-4**
(Rev. May 1977)
Department of the Treasury
Internal Revenue Service

Employee's Withholding Allowance Certificate

(Use for Wages Paid After May 31, 1977)

This certificate is for income tax withholding purposes only. It will remain in effect until you change it. If you claim exemption from withholding, you will have to file a new certificate on or before April 30 of next year.

Type or print your full name

Your social security number

Home address (number and street or rural route)

City or town, State, and ZIP code

Marital Status
☐ Single ☐ Married
☐ Married, but withhold at higher Single rate

Note: *If married, but legally separated, or spouse is a nonresident alien, check the single block.*

1 Total number of allowances you are claiming	
2 Additional amount, if any, you want deducted from each pay (if your employer agrees)	$
3 I claim exemption from withholding (see instructions). Enter "Exempt"	

Under the penalties of perjury, I certify that the number of withholding exemptions and allowances claimed on this certificate does not exceed the number to which I am entitled. If claiming exemption from withholding, I certify that I incurred no liability for Federal income tax for last year and that I anticipate that I will incur no liability for Federal income tax for this year.

Signature ▶ ________________ Date ▶ ________________, 19____

________________ Detach along this line ________________

▲ *Give the top part of this form to your employer; keep the lower part for your records and information* ▲

Instructions

The explanatory material below will help you determine your correct number of withholding allowances, and will assist you in completing the Form W-4 at the top of this page.

Avoid Overwithholding or Underwithholding

By claiming the number of withholding allowances you are entitled to, you can fit the amount of tax withheld from your wages to your tax liability. In addition to the allowances for personal exemptions to be claimed in item (a), be sure to claim any additional allowances you are entitled to in item (b), "Special withholding allowance," and item (c), "Allowance(s) for credit(s) and/or deduction(s)." While you may claim these allowances on Form W-4 for withholding purposes, you may not claim them under "Exemptions" on your tax return Form 1040 or Form 1040A.

You may claim the special withholding allowance if you are single with only one employer, or married with only one employer and your spouse is not employed. If you have unusually large itemized deductions, an alimony deduction, or credit(s) for child care expenses, earned income, or credit for the elderly, you may claim additional allowances to avoid having too much income tax withheld from your wages. Please note that alimony is no longer an itemized deduction, but rather is an adjustment to gross income. It may be to your benefit to take the standard deduction in lieu of itemizing deductions because of this change.

If you and your spouse are both employed or you have more than one employer, you should make sure that enough has been withheld. If you find that you need more withholding, claim fewer exemptions or ask for additional withholding or request to be withheld at the higher "Single" status. If you are currently claiming additional withholding allowances based on itemized deductions, check the worksheet on the back to see that you are claiming the proper number of allowances.

How Many Withholding Allowances May You Claim?

Use the schedule below to determine the number of allowances you may claim for tax withholding purposes. In determining the number, keep in mind these points: if you are single and hold more than one job, you may not claim the same allowances with more than one employer at the same time; or, if you are married and both you and your spouse are employed, you may not both claim the same allowances with your employers at the same time. A nonresident alien, other than a resident of Canada, Mexico, or Puerto Rico, may claim only one personal allowance.

Completing Form W-4

If you find you are entitled to one or more allowances in addition to those you are now claiming, increase your number of allowances by completing the form above and filing it with your employer. If the number of allowances you previously claimed decreases, you must file a new Form W-4 within 10 days. (If you expect to owe more tax than will be withheld, you may increase your withholding by claiming fewer or "0" allowances on line 1, or by asking for additional withholding on line 2, or both.)

You may claim exemption from withholding of Federal income tax if you had no liability for income tax for last year, and you anticipate that you will incur no liability for income tax for this year. You may not claim exemption if your joint or separate return shows tax liability before the allowance of any credit for income tax withheld. If you are exempt, your employer will not withhold Federal income tax from your wages. However, social security tax will be withheld if you are covered by the Federal Insurance Contributions Act.

You must revoke this exemption (1) within 10 days from the time you anticipate you will incur income tax liability for the year or (2) on or before December 1 if you anticipate you will incur Federal income tax liability for the next year. If you want to stop or are required to revoke this exemption, you must file a new Form W-4 with your employer showing the number of withholding allowances you are entitled to claim. This certificate for exemption from withholding will expire on April 30 of next year unless a new Form W-4 is filed before that date.

The Following Information is Provided in Accordance with the Privacy Act of 1974

The Internal Revenue Code requires every employee to furnish his or her employer with a signed withholding allowance certificate showing the number of withholding allowances that the employee claims (section 3402(f)(2)(A) and the Regulations thereto). Individuals are required to provide their Social Security Number for proper identification and processing (section 6109 and the Regulations thereto).

The principal purpose for soliciting withholding allowance certificate information is to administer the Internal Revenue laws of the United States.

If an employee does not furnish a signed withholding allowance certificate, the employee is considered as claiming no withholding allowances (section 3402(e)) and shall be treated as a single person (section 3402(l)).

The routine uses of the withholding allowance certificate information include disclosure to the Department of Justice for actual or potential criminal prosecution or civil litigation.

Figure Your Total Withholding Allowances Below

(a) Allowance(s) for exemption(s)—Enter 1 for each personal exemption you can claim on your Federal income tax return* . . .	
(b) Special withholding allowance—Enter 1 if single with 1 employer, or married with 1 employer and spouse not employed** . .	
(c) Allowance(s) for credit(s) and/or deduction(s)—Enter number from line (k) on other side**	
(d) Total (add lines (a) through (c) above)—Enter here and on line 1, Form W-4, above	

*If you are in doubt as to whom you may claim as a dependent, see the instructions that came with your last Federal income tax return or call your local Internal Revenue Service office.

**This allowance is used solely for purposes of figuring your withholding tax, and cannot be claimed when you file your tax return.

WAGE DEDUCTIONS

Fill in each check stub below with the correct information. Figure out the total deductions and net pay.

DEDUCTIONS
F.I.C.A. $9.56
Fed. Income Tax $19.07
Ohio Income Tax $0.98
Credit Union $15.00

GROSS PAY
$158.00

REGULAR HOURS				
OVERTIME				
AMOUNT EARNED				
Less: State Unemp. Tax				
Less: F. I. C. A.				
Less: Fed. Income Tax				
Less: State Disability Tax				
Less: State Withholding Tax				
Less: City Withholding Tax				
Other Deductions				
Total Deductions				
NET AMOUNT DUE				

DEDUCTIONS
F.I.C.A. $12.52
Fed. Withholding $30.06
Ohio Income $1.49
Med. Ins. $10.25

GROSS PAY
$207.00

REGULAR HOURS				
OVERTIME				
AMOUNT EARNED				
Less: State Unemp. Tax				
Less: F. I. C. A.				
Less: Fed. Income Tax				
Less: State Disability Tax				
Less: State Withholding Tax				
Less: City Withholding Tax				
Other Deductions				
Total Deductions				
NET AMOUNT DUE				

DEDUCTIONS
F.I.C.A. $7.99
Fed. Income Tax $14.37
Ohio Income Tax $0.72
Credit Union $20.00

GROSS PAY
$132.00

REGULAR HOURS				
OVERTIME				
AMOUNT EARNED				
Less: State Unemp. Tax				
Less: F. I. C. A.				
Less: Fed. Income Tax				
Less: State Disability Tax				
Less: State Withholding Tax				
Less: City Withholding Tax				
Other Deductions				
Total Deductions				
NET AMOUNT DUE				

DEDUCTIONS
F.I.C.A. $10.70
Fed. Inc. Tax $23.24
Ohio Inc. Tax $1.17
Medical Ins. $21.40

GROSS PAY
$176.95

REGULAR HOURS				
OVERTIME				
AMOUNT EARNED				
Less: State Unemp. Tax				
Less: F. I. C. A.				
Less: Fed. Income Tax				
Less: State Disability Tax				
Less: State Withholding Tax				
Less: City Withholding Tax				
Other Deductions				
Total Deductions				
NET AMOUNT DUE				

DEDUCTIONS
F.I.C.A. $9.44
Fed. Inc. Tax $18.69
Ohio Inc. Tax $0.96
Union Dues $12.50

GROSS PAY
$156.00

REGULAR HOURS				
OVERTIME				
AMOUNT EARNED				
Less: State Unemp. Tax				
Less: F. I. C. A.				
Less: Fed. Income Tax				
Less: State Disability Tax				
Less: State Withholding Tax				
Less: City Withholding Tax				
Other Deductions				
Total Deductions				
NET AMOUNT DUE				

DEDUCTIONS
Soc. Sec. $11.86
Fed. Tax $27.43
Ohio Tax $1.36
City Tax $2.94

GROSS PAY
$196.00

REGULAR HOURS				
OVERTIME				
AMOUNT EARNED				
Less: State Unemp. Tax				
Less: F. I. C. A.				
Less: Fed. Income Tax				
Less: State Disability Tax				
Less: State Withholding Tax				
Less: City Withholding Tax				
Other Deductions				
Total Deductions				
NET AMOUNT DUE				

FACTOR: I. KNOWLEDGE	AREA: 5. WORK

PRE-TEST SCORES/SUMMARIES:

INSTRUCTIONAL STRATEGIES: (Prioritize the ones that apply.)

7 Lecture
1 Discussion/Questioning
___ Practice/Drill
2 Viewing/Listening/Answering
6 Problem Solving
___ Discovery
___ Laboratory
5 Practicum
3 Role Playing/Simulation/Games
4 Independent Learning/Self Instruction
___ Other (Please Specify.)

STUDENT LEARNING ACTIVITIES: (Prioritize the ones that apply.)

___ Read Texts
1 Participate in Discussions
___ Attend Conferences, etc.
2 View Films
___ Observe Handicapped Individuals
3 Other (Please Specify.) Role Playing/Simulation/Games
4 Independent Learning/Self Instruction

Examples of Specific Activities:

1. Hold mock interview (role playing).
2. Set up charts to suggest why we work.
3. List jobs available and skills necessary.
4. Cut out pictures from magazines to show things one obtains or buys with money made.
5. List variety of things that one can do with money earned.
6. State reasons for working.
7. Take field trips to three different types of jobs to show students the types of jobs available in the community.
8. Show filmstrips and films on vocational adjustment.
9. Invite a guest speaker to talk about jobs and why they work.

RESOURCES:

1. Worthy, James Co. What Employers Want. Chicago, IL: Science Research Associates, Inc., 25a East Eric Street, Chicago, IL 60611.
2. Hudson, Margaret, and Weaver, Ann A. On the Job. Liverpool, NY: Frank E. Richards Publishing Co, 324 First Street, Liverpool, NY, order #5102.
3. Films and Filmstrips - What is a Job. Ibid. Welcome to Work. Ibid.
4. Transparencies - I Want a Job. United Transparencies, Box 888, Binghamton, NY 13902. Succeeding at Work - Mafex Associations, Inc., 111 Barns Ave., Box 519, Johnstown, PA.

STUDENT ACTIVITY FORMS:

1. Reasons Why People Work (I-5A)
2. Maintaining Your Job: Seven Worker Characteristics Rated by Employers (I-5A)

POST-TEST EVALUATION/SUMMARIES:

OTHER RELATED INFORMATION LISTED:

REASONS WHY PEOPLE WORK

1. TO ATTAIN RECOGNITION BY SUCCESSFULLY COMPLETING PERSONAL GOALS
2. TO EARN MONEY
3. TO OBTAIN SELF-SATISFACTION AND FEEL INDEPENDENT
4. TO OBTAIN WORK EXPERIENCE AND A FEELING OF IMPORTANCE
5. TO FEEL USEFUL BY ACHIEVING OR ACCOMPLISHING YOUR INDIVIDUAL GOALS
6. TO BE AROUND OTHER PEOPLE
7. TO HAVE A FEELING OF BEING SECURE BY PREPARING FOR THE FUTURE
8. TO MAKE A CONTRIBUTION TO SOCIETY

MAINTAINING YOUR JOB: SEVEN WORKER CHARACTERISTICS RATED BY EMPLOYERS

1.	HONEST	VS.	DISHONEST
2.	RELIABLE	VS.	UNRELIABLE
3.	CHEERFUL	VS.	HOSTILE
4.	DILIGENT	VS.	LAZY
5.	ENTHUSIASTIC	VS.	CARELESS
6.	COOPERATIVE	VS.	UNCOOPERATIVE
7.	LOYAL	VS.	DISLOYAL

Source: Refer to Job Readiness Training Curriculum by Dennis G. Tesolowski, Ed.D., of Stout Vocational Rehabilitation Institute, for further information on this subject.

FACTOR: I. KNOWLEDGE	AREA: 6. ACCIDENTS/SAFETY

PRE-TEST SCORES/SUMMARIES:

INSTRUCTIONAL STRATEGIES: (Prioritize the ones that apply.)

5 Lecture
1 Discussion/Questioning
2 Practice/Drill
4 Viewing/Listening/Answering
6 Problem Solving
___ Discovery
___ Laboratory
___ Practicum
3 Role Playing/Simulation/Games
7 Independent Learning/Self Instruction
___ Other (Please Specify.)

STUDENT LEARNING ACTIVITIES: (Prioritize the ones that apply.)

2 Read Texts
1 Participate in Discussions
___ Attend Conferences, etc.
3 View Films
4 Observe Handicapped Individuals
5 Other (Please Specify.) Role Play/Field Trips

Examples of Specific Activities:

1. After detailed discussion, demonstration, and text study, students will role play an industrial accident and administer proper first aid.

2. Students will take a field trip to a local factory. The foreman will discuss various accidents that could occur and ways of accident prevention. Students will then list five ways of preventing accidents at a factory.

RESOURCES:

1. Breed, Allen E. Safety Indoors and Out. ________: Burgess Publishing Co., 1970.
2. Kelley, Patrick. Help First Aid and Biology. Castro Valley, CA: Quercus Corp., 1979.
3. Green, Martin I. A Sigh of Relief. New York: Bantam Books, 1977.
4. Ling, Carole A. Your Life in Your Hands. Johnstown, PA: Mafex Assoc., Inc., 1971.

STUDENT ACTIVITY FORMS:

1. Emergency Medical Information (I-6A)
2. Emergency Telephone Numbers (I-6B)

POST-TEST EVALUATION/SUMMARIES:

OTHER RELATED INFORMATION LISTED:

I-6A

EMERGENCY MEDICAL INFORMATION

Name ____________________ Date of Birth __________

Address ____________________ Home Phone __________

Father's Phone at Work __________ Mother's Phone at Work __________

Pediatrician: Name __________ Office Phone ______ Home Phone ______
Family Doctor: Name __________ Office Phone ______ Home Phone ______
Alternate Doctor: Name __________ Office Phone ______ Home Phone ______
Dentist: Name __________ Office Phone ______ Home Phone ______
Medical Insurance: Company Name ____________________
Address ____________________ Policy Number __________

DATES OF MOST RECENT IMMUNIZATIONS

Blood Type __________
Tetanus ______ Diththeria ______ Polio ______ RH FACTOR RH NEGATIVE ______
Measles ______ Other __________ (Check One) RH POSITIVE ______

PRESENT MEDICAL PROBLEMS & CHRONIC CONDITIONS (EPILEPSY, ASTHMA, ETC.)

__________ __________ __________
__________ __________ __________

ALLERGIES (DRUGS, INSECT BITES, ETC.)

__________ __________ __________
__________ __________ __________

MEDICINES TAKEN REGULARLY

Name __________ Reason Taken __________ Dose & Frequency ______
Name __________ Reason Taken __________ Dose & Frequency ______
Name __________ Reason Taken __________ Dose & Frequency ______

SPECIAL PRECAUTIONS & OTHER INFORMATION ____________________
____
____
____

NATURE DATE DOCTOR PHONE

HOSPITALIZATIONS ____________________
____

SURGERY ____________________
____

MAJOR INJURIES ____________________
____

PSYCHIATRIC CARE ____________________
OR COUNSELING ____________________

I-6B

EMERGENCY TELEPHONE NUMBERS

This list of emergency numbers should be filled in immediately, then photocopied so you can also post it next to your telephone. Keep the numbers up to date.

POLICE ________ RESCUE SQUAD OR EMERGENCY AMBULANCE

FIRE DEPARTMENT ________ ________

POISON CONTROL CENTER ________ HOSPITAL EMERGENCY ________

PEDIATRICIAN: NAME ________ OFFICE ________ HOME ________

FAMILY DOCTOR: NAME ________ OFFICE ________ HOME ________

ALTERNATE DOCTOR: NAME ________ OFFICE ________ HOME ________

DENTIST: NAME ________ OFFICE ________ HOME ________

NEAREST DRUGSTORE ________ ALL NIGHT DRUGSTORE ________

FATHER'S PHONE AT WORK ________ MOTHER'S PHONE AT WORK ________

NEIGHBORS & FRIENDS NAME ________ ADDRESS ________ PHONE ________

NAME ________ ADDRESS ________ PHONE ________

TAXI ________ EMERGENCY SHELTER ________

ELECTRIC COMPANY ________

GAS COMPANY ________

OIL COMPANY ________

WATER DEPARTMENT ________

OTHER NUMERS ________

FACTOR: I. KNOWLEDGE	AREA: 7. OTHER WORKERS

PRE-TEST SCORES/SUMMARIES:

INSTRUCTIONAL STRATEGIES: (Prioritize the ones that apply.)

6 Lecture
5 Discussion/Questioning
3 Practice/Drill
4 Viewing/Listening/Answering
1 Problem Solving
___ Discovery
___ Laboratory
___ Practicum
2 Role Playing/Simulation/Games
7 Independent Learning/Self Instruction
___ Other (Please Specify.)

STUDENT LEARNING ACTIVITIES: (Prioritize the ones that apply.)

3 Read Texts
1 Participate in Discussions
___ Attend Conferences, etc.
2 View Films
4 Observe Handicapped Individuals
5 Other (Please Specify.) Role Playing/Problem Solving/Practice Drill

Examples of Specific Activities:

1. Discussion Activities - Problem Solving - a. Think of a time when you had a hard time getting along with others at school, home, or work. Tell the class about it. b. You work in a restaurant. You have only been there three weeks. Everyone else has been there over a year. They are not very friendly to you. What would you do? c. You work on an assembly line in a factory. The boss has put you next to a person you have never liked. What would you do? d. You have been working at Elby's for a year now, yet you are still only working 12-18 hours a week. You feel you would like more hours. What would you do? e. You are working for an oil company, assisting drillers. A couple of the workers constantly harass you on the job. You really enjoy the work and make good money. What should you do about your fellow workers?
2. Discussion - Role Playing - Discuss and simulate the following points suggested for making people like you: a. become interested in people, b. smile, c. talk in terms of others' interests, d. know and use a person's name, e. be a good listener, f. make a person feel important. (Continued on second page.)

RESOURCES:

1. Anema, Durlynn. Don't Get Fired! 13 Ways to Hold Your Job. Hayward, CA: Janus Book Publishers, 1978.
2. ______________. My Vocational Internship Guidebook. ______________: Conrad Publishing Co., 1979.

STUDENT ACTIVITY FORMS:

1. Student Evaluation Form (I-7A)
2. How Well Do You Work With People? (I-7B,C)

POST-TEST EVALUATION/SUMMARIES:

OTHER RELATED INFORMATION LISTED:

Activities Continued:

Practice/Drill

List five practices on your job which will improve your relationship with your co-workers. Practice in the classroom with your classmates.

List five practices on your job which will improve your relationship with your supervisor and/or employer. Practice in the classroom with your teacher as your employer.

List five practices on your job which will improve your relationship with your customers, clients, consumers, or other people you serve. Practice in school with students in the hallway or other classes you attend.

STUDENT EVALUATION FORM

Student ________________________________ Date __________

1. Situation ________________________________

2. Objective (s) of Situation ________________________________

3. Action Taken By Student ________________________________

4. Evaluation of Action Taken ________________________________

5. Comments and Recommendations ________________________________

HOW WELL DO YOU WORK WITH PEOPLE?

YOU CAN GET SOME IDEA RIGHT NOW AS TO WHETHER OR NOT YOU WILL HOLD YOUR JOB AND GET AHEAD. THE MAJORITY OF PEOPLE WHO NEVER WIN PROMOTION OR WHO LOSE THEIR JOBS OR FAIL IN BUSINESS DO SO BECAUSE: THEY CANNOT GET ALONG WITH OTHER PEOPLE. THEY RUB PEOPLE THE WRONG WAY.

YES NO Just how well do you get along with other people?

___ ___ 1. Are you loyal to your family, your friends, your school? (If so, you will likely be loyal to your employer--and loyalty is a must. If you find yourself complaining about your job, the hours, the pay, etc., then you should quit. If you don't, you will find that the job will soon quit you).

___ ___ 2. Do you admit your mistakes? Do you "pass the buck"? (Admitting a mistake will make the boss think more of you than if you try to cover up.) The only people who don't make mistakes are people who don't do anything.

___ ___ 3. Are you careless about being on time? (Punctuality is expected. It may not win you any promotions, but a lack of it will certainly win you unemployment).

___ ___ 4. Do you give the impression that you think the world owes you a living? (It doesn't you know).

___ ___ 5. Do you grumble about the work you have to do? (Remember--you asked for work).

___ ___ 6. Can you accept criticism? (It is through mistakes that we learn-- IF we correct the mistakes).

___ ___ 7. Do you pass your problems on for somebody else to solve? (You'd better watch out for this on the job--the ones who solve your problems may be the ones who get ahead instead of you).

___ ___ 8. Are you loud and boisterous? (A calm, quiet manner is much more effective with everyone. "Easy does it").

___ ___ 9. Do you show appreciation when someone does something for you? (Showing appreciation doesn't cost you a thing, and will open many doors to you).

___ ___ 10. Do you waste time on long-winded conversations? (Small talk and little people are very close travelling companions).

___ ___ 11. Do you keep your promises? (Making good on all your promises means you're dependable, and dependable people get ahead).

___ ___ 12. Are you a bluffer? Do you try to bluff your way through when you don't know the answers? (Bluffing seldom fools anybody, and it's a very good way to lose people's confidence).

___ ___ 13. Do you have a nasty temper? Are you moody? (Losing your temper is a quick way to lose the respect of others).

HOW WELL DO YOU WORK WITH PEOPLE?

YES NO

___ ___ 14. Do you keep putting off things that should be done? (Waiting won't make the job easier. Remember--a job begun is a job half done).

___ ___ 15. Do you belittle others? (We belittle only ourselves when we make others appear to be small).

___ ___ 16. Are you a gossip? (Many promising careers have been ruined by idle gossip).

___ ___ 17. Do you "soft soap" people merely because you think they can do something for you?

___ ___ 18. Are you untidy? (To many employers, an untidy desk or untidy appearance indicates a disorderly mind).

___ ___ 19. Do you try to impress others by "hogging the limelight"? (Enthusiasm is fine, but don't push others aside).

___ ___ 20. Do you borrow money--or are you always "fresh out" of this or that, such as paper, pencil, etc.? (Shakespeare said, "Neither a borrower nor a lender be, for loan oft loses both itself and a friend").

___ ___ 21. Do you try to be the teacher's pet? (Privileges must be earned).

___ ___ 22. Do you try to stir up dissatisfaction among others? (In the end, trouble usually bounces back on the troublemaker).

___ ___ 23. Are you a snooper? (People who look over other people's shoulders or listen in on their conversations or ask personal questions have found a sure way to lose friends).

___ ___ 24. Do you do just enough to get by, or do you try to do at least a little more than is expected of you? (In the business world, it's the person who works "beyond the call of duty" who gets ahead. Employees who are allergic to extra work and who watch the clock are generally overlooked when better jobs come up).

From: Activities for Succeeding in the World of Work.

FACTOR: I. KNOWLEDGE	**AREA:** 8. BOSS IMAGE

PRE-TEST SCORES/SUMMARIES:

INSTRUCTIONAL STRATEGIES: (Prioritize the ones that apply.)

___ Lecture
1 Discussion/Questioning
___ Practice/Drill
___ Viewing/Listening/Answering
___ Problem Solving
___ Discovery
___ Laboratory
___ Practicum
2 Role Playing/Simulation/Games
___ Independent Learning/ Self Instruction
3 Other (Please Specify.) Community Speaker
4 Industrial or Work Site Field Trip

STUDENT LEARNING ACTIVITIES: (Prioritize the ones that apply.)

Read Texts
1 Participate in Discussions
___ Attend Conferences, etc.
2 View Films
___ Observe Handicapped Individuals
___ Other (Please Specify.)

Examples of Specific Activities:

1. The student will state the responsibilities of his employer: a. provide good, safe working conditions, b. pay an hour's wage for an hour's work, c. turn out a salable product or service, d. have a thorough understanding of his line of business.

2. The student will view the film, "Job Opportunities Now", to see what is expected of a new employee.

RESOURCES:

1. ______________. What the Employer Wants. Columbus, OH: Trade and Industrial Education Instructional Materials Laboratory, The Ohio State University, 1973.
2. Shawn, Bernard. Foundations of a Citizen. Phoenix, NY: Frank E. Richards Publishers, 1966.
3. Noffinger, Thomas. Program Models For EMR Students. Mentor, OH: Mentor Exempted Village Board of Education, 1972.

STUDENT ACTIVITY FORMS:

1.	Boss Role	(I-8A)
2.	Loyalty	(I-8B,C)
3.	Working With the Boss	(I-8D)

POST-TEST EVALUATION/SUMMARIES:

OTHER RELATED INFORMATION LISTED:
Film "Job Opportunities Now" can be obtained from ECO SERRC, Order Number 656 J.

BOSS ROLE

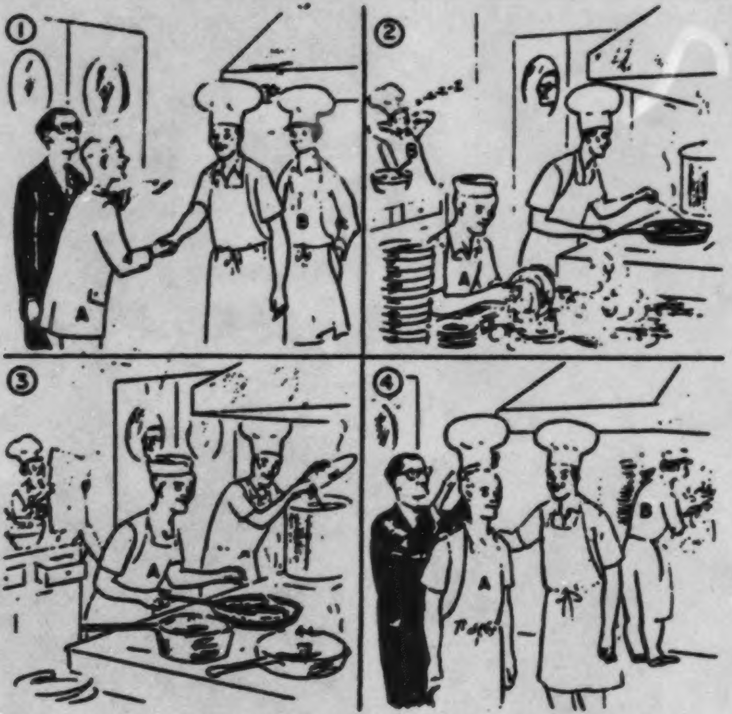
It is better to be scolded like this . . . I-8A

. . . than to be hurt like this.

IT IS NOT A PARENT'S OBJECTIVE TO PUNISH THEIR CHILD, BUT TO PROTECT; IT IS NOT AN EMPLOYER'S OBJECTIVE TO FIRE AN EMPLOYEE, BUT TO IMPROVE HIS PERFORMANCE ON THE JOB.

LOYALTY

You may feel that it is hard to find a job. After you find one, you may find that it is hard to keep that job. If you don't know how to please your boss, it will be hard. Here you will read about some ways in which you can please your boss. Remember, if he knows that you are a good worker, he will teach you how to do the job. If you are a poor worker, no matter how much you know about the job, he will not keep you.



A works his way up; B works his way down.
A is loyal; B is not.

LOYALTY

Most of you understand the word "loyalty." You are loyal to your parents, your family, your friends, and your country. Its meaning is very simple. It means to "stand by" or to "be on the side of." Your employer will expect the same loyalty from you. Remember that he is also your friend. He gave you the chance to earn your living.

WORKING WITH THE BOSS

These waitresses are not working together . . . and . . . now they are not working at all because there are no customers.

*These waitresses are thinking of the customer first.
The boss makes money and so do the girls.*

FACTOR: II. SKILL	AREA: 9. BUDGETING/MARKETING

PRE-TEST SCORES/SUMMARIES:

INSTRUCTIONAL STRATEGIES: (Prioritize the ones that apply.)

3 Lecture
1 Discussion/Questioning
5 Practice/Drill
6 Viewing/Listening/Answering
2 Problem Solving
___ Discovery
___ Laboratory
___ Practicum
4 Role Playing/Simulation/Games
7 Independent Learning/ Self Instruction
___ Other (Please Specify.)

STUDENT LEARNING ACTIVITIES: (Prioritize the ones that apply.)

3 Read Texts
1 Participate in Discussions
___ Attend Conferences, etc.
6 View Films
___ Observe Handicapped Individuals
2 Other (Please Specify.) Problem Solving
4 Independent Learning
5 Activity Sheets
7 Pamphlets, Filmstrips

Examples of Specific Activities:

1. Ditto Sheets - Each plans an individual wants/needs form.
2. Classroom Project - Plan a model budget on chalkboard calling special attention to different parts of budget (saving, clothing, food, insurance, extras).
3. Worksheets - Filled out by students for buying needed clothes with columns for articles of clothing, number needed, size, cost and tips to use in buying.
4. Discussion of newspaper ads, coupons, list ways sale catalogs are useful. Select all that are not helpful to consumer.
5. Bring for display labels from articles purchased and discuss what labels and price tags actually tell.
6. Field trips - Visit different stores: furniture, hardware, grocery, drugstore, shoe store, department store; discuss price of articles and sale advertising.
7. Test on shopping techniques.

RESOURCES:

1. Grove-Tax Industries. Money-A Training Aid. Waco, TX: Grove-Tax Industries, ____.
2. Turner, Richard H. The Money You Spend. New York: New York University Press, 1962.
3. The American Bankers Association. Using Your Money Wisely. New York: The American Bankers Association, 1967.
4. Hudson, Margaret, and Weaver, Ann. Getting Ready for Pay Day. Liverpool, NY: Frank E. Richards Publishing Co., Inc., ____.

STUDENT ACTIVITY FORMS:

1. Client's Needs and Wants Check Sheet	(II-9A)
2. A Budget Plan	(II-9B)
3. Client's Buying Sheet	(II-9C)

POST-TEST EVALUATION/SUMMARIES:

OTHER RELATED INFORMATION LISTED:

CLIENT'S NEEDS AND WANTS--CHECK SHEET

NEEDS	WANTS

II-9B

A BUDGET PLAN

Money I Take Home			Money I Plan To Spend		
Wages I take home			Savings		
			Rent		
			Utilities		
			Garbage		
			Food		
			Car		
			Insurance		
			Entertainment		
			Personal (clothes)		
TOTAL			TOTAL		

CLIENT'S BUYING LIST--CHECK SHEET

ARTICLES	CLOTHING	NUMBER	SIZE	APPROXIMATE COST	WHERE

FACTOR: II. SKILL	AREA: 10a. COMMUNICATION

PRE-TEST SCORES/SUMMARIES:

INSTRUCTIONAL STRATEGIES: (Prioritize the ones that apply.)

___ Lecture
_4_ Discussion/Questioning
_2_ Practice/Drill
_3_ Viewing/Listening/Answering
___ Problem Solving
___ Discovery
___ Laboratory
___ Practicum
_1_ Role Playing/Simulation/Games
___ Independent Learning/ Self Instruction
___ Other (Please Specify.)

STUDENT LEARNING ACTIVITIES: (Prioritize the ones that apply.)

___ Read Texts (Follow up with)
_2_ Participate in Discussions-(student)
___ Attend Conferences, etc.(worksheets)
___ View Films
___ Observe Handicapped Individuals
_1_ Other (Please Specify.)
Role Playing Simulation

Examples of Specific Activities:

1. With the use of the teletrainer, role play activities listed on the enclosed teletrainer practice forms.

2. Role play and discuss activities of 10aA-C, with use of the teletrainer.

3. Discuss and practice various ways to get information from the telephone directory that is necessary for successful communication. (See attached practice forms.)

RESOURCES:

1. Telephone Directories
2. Teletrainer and Educational materials supplied by telephone company.
3. Task Force Committee, Ohio Association of Supervisors and Work Study Coordinators, Region #IV, On Your Own In Ohio, Trumbull County Board of Education, Warren, OH.

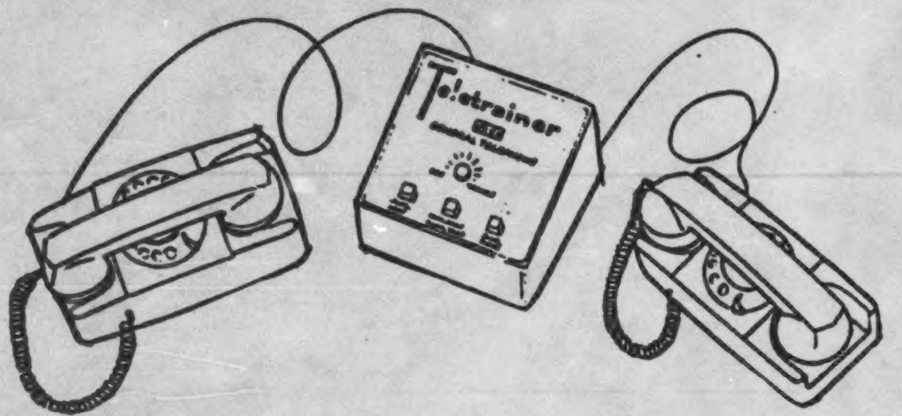
STUDENT ACTIVITY FORMS:

1. Teletrainer Practice Calls, Telephone Directory Practice, and Plan Before You Phone For a Job. (II-10aA,B,C)
2. Emergency & Service Numbers (II-10aD)

POST-TEST EVALUATION/SUMMARIES:

OTHER RELATED INFORMATION LISTED:

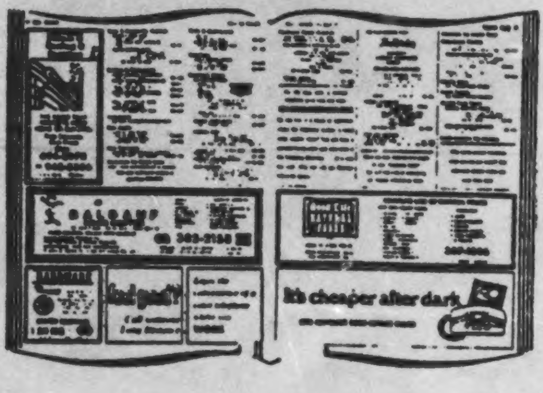
TELETRAINER PRACTICE CALLS FOR HIGH SCHOOL STUDENTS II-10aA



1. Your football team has won the state championship. Call Columbus and arrange motel accommodations for the cheerleaders.
2. You are selected to attend Boy/Girl's State. Make a collect call home during your stay there.
3. You are working in the school office, answering the telephone. You receive a call from a student's parent requesting a conference with the couselor.
4. You are business manager for your school's yearbook. Call a local business and see if they will buy advertising space in the yearbook.
5. Place a call to a local bank. You are treasurer of your class and the bank credited your account instead of the account for your class.
6. Make a person-to-person call to your mother who is visiting in Chicago.
7. You ordered a stereo from a catalog and received it. However, it will not work properly. Call the out-of-town company and complain.
8. You are driving home from school when the car ahead of you is involved in an accident. Call the police to report the accident.
9. Prior to graduation you applied at the telephone company for a job. The person in the personnel office asked you to call back when you had finished school. Call and see if they have any jobs open.
10. You have obtained a part-time job in the athletic director's office. He receives a call from another school rescheduling a basketball game. You take the message for him.
11. You are on a party line talking to a friend. Another party on the line picks up the receiver and asks to use the phone.
12. You are on a trip when your car breaks down. Call your friends in another city and tell them you will be late for dinner. Ask the operator to bill the call to your home telephone number.
13. You made a direct dialed call to your grandparents and reached a wrong number. Call the operator and explain what happened.
14. Your home telephone will ring in but you cannot call out. Make a call from the neighbor's phone to report your phone out of order.
15. Your aunt and uncle moved out of state. You want to call them but you do not know their correct phone number. Call information in the city where they moved and ask for their number.

TELEPHONE DIRECTORY PRACTICE

II-10aB



1. What is your telephone number?
2. What is your area code number?
3. Where are the emergency numbers listed in the telephone directory?
4. The number you dial to report your telephone out of order is ____________.
5. If you want to make a long distance call and want the operator to dial it for you, what number do you dial?
6. What is a direct distance dial call?
7. What is a person-to-person call?
8. How do you make a collect call?
9. What is your "Local Calling Area?"
10. In an emergency what number would you dial?
11. Find the telephone number for the police department.
12. Find the telephone number for the fire department.
13. The telephone directory is printed with white pages and yellow pages. If you wanted to call another person would you look in the white or yellow pages? If you wanted to call a barber where would you look?
14. The white pages are listed alphabetically. Are they listed by first or last name?
15. If you had two people with the last name of Smith, would J. Smith or W. Smith be listed first?
16. Find the name and telephone number for a television repairman.
17. Find the name and telephone number of the first bank listed in the directory.
18. Locate an automobile dealer who sells Chevrolets. What is the number?
19. Look up the name of a veterinarian. Write down the telephone number, address, and hours he works.
20. If you wanted to buy a tractor, where would you look?
21. How many hospitals are listed in the telephone book?

PLAN BEFORE YOU PHONE FOR A JOB

John Burns flipped open the newspaper to the help-wanted ads. Quickly, his eyes ran down the job listings. Soon he found an ad that read:

> Wanted: Service Station Attendant,
> Gd pay, 48 hr wk, some nites.
> Call Joe Jackson, 347-9750

Burns dialed the number in the newspaper ad. A voice answered.

"Hello," said Burns, "I'd like the job listed in the newspaper."

"What?" said the voice. "Just a minute. You want to talk to Joe Jackson."

RULE 1. In phoning for a job, always ask for the person named in the ad. If no name is given, ask for the manager.

Finally Jackson came to the phone. Burns started over. "Hello. I'm calling about your ad."

"Oh, yes," said the manager. "We are having a great sale on tires."

"No, no, man. I don't want tires. I want a job. The ad said to call."

RULE 2. Be clear about the reason for your call. Give the name of the job you are calling about.

"Let's start with first things first," said Jackson. "What's your name?"
"Burns, John Burns."

RULE 3. Give your name right away. Burns should have started this way: "Hello, my name is John Burns. I'm calling about the job of service station attendant. It was listed in this morning's Journal."

"Yes, I'm looking for an attendant," said the manager. "Have you had any experience, Mr. Burns?"

"Experience? Pumping gas? No," answered Burns.

RULE 4. Before you make the call, plan what you are going to say. Put yourself in the place of the employer. Ask yourself what he is likely to ask you.

Burns has never worked in a service station. But he could have told about other experience he has had. He has worked in the school cafeteria. He has worked on cars in the school auto mechanics shop.

"Besides," Burns said, "I don't need experience to pump gas. How much do you pay?"

RULE 5. Don't appear to be mostly interested in what you can get out of the job. Employers want to know what you can do for them. Better to leave the question of pay until later.

"We'll talk about pay if you come in for an interview. I've had several calls about the job. Give me your phone number. I'll call you if I want to see you."

"OK," said Burns. "Give me a call. But don't wait too long, I might take some other job."

RULE 6. Be polite and thoughtful.

Burns waited for the manager to call back. Did the manager call? What do you think?

EMERGENCY & SERVICE NUMBERS

Many times we can avoid serious problems if we have a list of telephone numbers close at hand. Use your phone book to find the phone numbers needed below.

EMERGENCY NUMBERS:

Local Police Department ____________
Local County Highway Patrol ____________
Local Fire Department ____________
County Sheriff ____________
Nearest FBI ____________
Local Ambulance ____________
Electric Company (Emergency Repair) ____________
Gas Company (Emergency Repair) ____________
Rescue Squad ____________
Other ______________________ ____________

SERVICE OR INFORMATION NUMBERS:

Telephone Repair ____________
Telephone Business Office ____________
Local Information ____________
Long Distance Information ____________
Time and Temperature ____________
Other ______________________ ____________

In the front pages of the phone book it tells places where you can pay your phone bill. List 3 places here:

______________________ ______________________
____

FACTOR: II. SKILL	AREA: 10b. TRANSPORTATION

PRE-TEST SCORES/SUMMARIES:

INSTRUCTIONAL STRATEGIES: (Prioritize the ones that apply.)

___ Lecture
3 Discussion/Questioning
___ Practice/Drill
___ Viewing/Listening/Answering
1 Problem Solving
___ Discovery
___ Laboratory
2 Practicum
4 Role Playing/Simulation/Games
___ Independent Learning/Self Instruction
___ Other (Please Specify.)

STUDENT LEARNING ACTIVITIES: (Prioritize the ones that apply.)

___ Read Texts
2 Participate in Discussions
___ Attend Conferences, etc.
1 View Films
___ Observe Handicapped Individuals
___ Other (Please Specify.)

Examples of Specific Activities:

1. Student will demonstrate ability to identify and/or recall sites where public transportation can be utilized. (Example-bus stops, taxi, rapid transit)

2. Student will demonstrate ability to recall names and phone numbers of individuals to provide emergency transportation to place of employment.

RESOURCES:

1. Wool, John D. Getting Ready to Drive. New York: Frank E. Richards Publishing Company, 1967.
2. Sniff, William F. A Curriculum for the Mentally Retarded Young Adults. Springfield, IL: Charles C. Thomas Publisher, 1967.

STUDENT ACTIVITY FORMS:

1. Transportation Form #1	(II-10bA,B)
2. Transportation Form #2	(II-10bC)

POST-TEST EVALUATION/SUMMARIES:

OTHER RELATED INFORMATION LISTED:

Transportation Form #1

Complete this worksheet about basic transportation which could be used to get and secure a job.

1. First source of transportation--ex., personal car, bus, etc.--you would use to get to and from a job.

2. Alternate source of transportation if the usual transportation is not available.

3. Name and phone number of a friend or relative that can provide you with emergency transportation to work.

4. What would you do if your transportation failed on your way to work?

5. Name one form of public transportation.

6. What should you do if the roads are snow covered, traffic is slow, and you want to make it to work on time?

7. What is the best form of transportation available for you that can be used to get to and from work?

8. Do you have a driver's license?

9. Do you own or have access to a car to use for getting to and from work?

10. Can you use public transportation?

Transportation Form #2

Complete this worksheet about general information which could effect one's employment.

1. What town do you live in or near?

   ____

2. Where would you like to work?

   ____

3. If you could work at the place you picked in Question No. 2, where is this job located (town or city)?

   ____

4. How far is the place where you would like to work from your home?

   ____

5. Can you work different shifts?

   ____

6. How would you get to and from work?

   ____

7. How long would it take you to get to the place you would like to work?

   ____

8. Could you arrange to get to work if you were to start tomorrow morning at 8:00?

   ____

9. How much do you think it will cost you each day to get to and from your selected place of employment?

   ____

10. Do you have someone living near you working at or near the place you would like to work?

    ____________________ What is that person's name and telephone number?

    ____

FACTOR: II. SKILL	AREA: 11. TIME/LEISURE TIME

PRE-TEST SCORES/SUMMARIES:

INSTRUCTIONAL STRATEGIES: (Prioritize the ones that apply.)

2 Lecture
3 Discussion/Questioning
1 Practice/Drill
___ Viewing/Listening/Answering

___ Problem Solving
___ Discovery
___ Laboratory
___ Practicum

___ Role Playing/Simulation/Games
___ Independent Learning/Self Instruction
___ Other (Please Specify.)

STUDENT LEARNING ACTIVITIES: (Prioritize the ones that apply.)

___ Read Texts
2 Participate in Discussions
___ Attend Conferences, etc.

___ View Films
___ Observe Handicapped Individuals
1 Other (Please Specify.)
Work Sheets, Board Work.

Examples of Specific Activities:

1. The student will answer orally or written various questions on telling time.
2. The student will improve time skill factor by computing hours worked from times given on a work schedule.
3. The student will complete a personal weekly time schedule.

RESOURCES:

1. Woytek, Steve J., and Weiland, Robert G. Mathematics in Living: Book Two Wages and Budgets. Boulder, CO: Pruett Publishing Co., 1971.

2. Wiley, Bertha Mae. Time and Telling Time. Belmont, California: Fearon Publishers, 1967.

STUDENT ACTIVITY FORMS:

1.	Time Schedule Worksheet	(II-11A)
2.	Figuring Overtime Pay	(II-11B)
3.	Weekly Time Schedule	(II-11C)

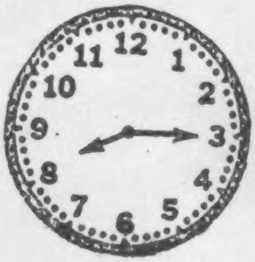
POST-TEST EVALUATION/SUMMARIES:

OTHER RELATED INFORMATION LISTED:

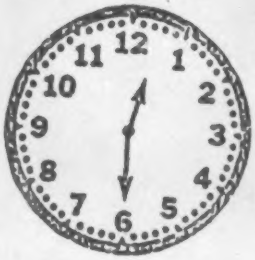
TIME SCHEDULE WORKSHEET

1. Which clock shows 12:30?
2. Which clock shows a half hour after midnight?
3. Which clock shows 15 minutes before 7:00?
4. Which clock shows eleven and a half hours before midnight?
5. Which clock shows 2:15?
6. Which clock shows 40 minutes after 6:05?
7. Which clock shows 30 minutes before 1:00?
8. Which clock shows a quarter to seven?
9. Which clock shows 6:45?
10. Which clock shows 20 minutes before 8:35?
11. Which clock shows 45 minutes before 9:00?
12. Which clock shows 55 minutes past 7:20?
13. Which clock shows 8:15?
14. Which clock shows the time that is 20 minutes after 1:55?
15. Which clock shows an hour an a half past noon?
16. Which clock shows 45 minutes before 3:00?
17. Which clock is showing 1:30?
18. Which clock shows 45 minutes after 12:45?
19. Which clock shows a quarter past two o'clock?
20. Which clock shows one and a half hours before 3:00?

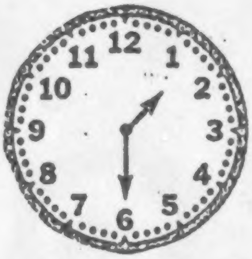
A.



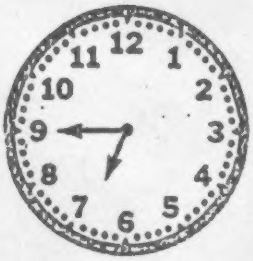
B.



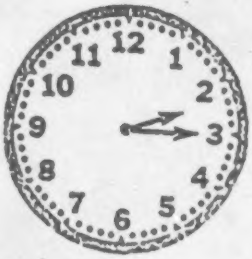
C.



D.



E.



II-11B

FIGURING OVERTIME PAY

Figure below the total hours worked in each problem, allowing one half hour for lunch.

IN	OUT	HOURS	IN	OUT	HOURS
8:00 A.M.	12:00 Noon		8:00 A.M.	1:00 P.M.	
9:00 A.M.	11:00 A.M.		7:00 A.M.	2:00 P.M.	
3:00 P.M.	5:00 P.M.		9:00 A.M.	3:00 P.M.	
2:00 P.M.	6:00 P.M.		8:00 A.M.	2:00 P.M.	
4:00 P.M.	8:00 P.M.		6:00 A.M.	1:00 P.M.	
3:00 P.M.	6:00 P.M.		8:00 A.M.	4:00 P.M.	
1:00 P.M.	4:00 P.M.		7:00 A.M.	3:00 P.M.	
8:00 A.M.	12:00 Noon		1:00 P.M.	3:00 P.M.	
7:00 A.M.	11:00 A.M.		10:00 A.M.	2:00 P.M.	
6:00 A.M.	10:00 A.M.		9:00 A.M.	4:00 P.M.	
1:00 P.M.	6:00 P.M.		11:00 A.M.	5:00 P.M.	
1:30 P.M.	4:30 P.M.		12:00 Noon	6:00 P.M.	
12:30 P.M.	3:30 P.M.		10:00 A.M.	4:00 P.M.	
11:30 A.M.	2:30 P.M.		9:00 A.M.	5:00 P.M.	
10:30 A.M.	1:30 P.M.		8:30 A.M.	5:30 P.M.	
6:00 A.M.	3:30 P.M.		8:00 A.M.	2:30 P.M.	
10:00 A.M.	2:30 P.M.		9:00 A.M.	3:30 P.M.	
9:00 A.M.	4:30 P.M.		5:00 P.M.	1:30 A.M.	
11:00 A.M.	5:30 P.M.		7:00 P.M.	2:30 A.M.	
12:00 Noon	6:30 P.M.		4:00 P.M.	11:30 P.M.	
10:00 A.M.	4:30 P.M.		3:00 P.M.	9:30 P.M.	
9:00 A.M.	5:30 P.M.		2:00 P.M.	8:30 P.M.	
8:00 A.M.	5:30 P.M.		1:00 P.M.	7:30 P.M.	

WEEKLY TIME SCHEDULE

Here is my weekly time schedule. If I write down important times, I will remember all the things I need to do.

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Church 10:30-11:30	School 8:00-2:00	School 8:00-2:00	School 8:00-2:00	School 8:00-2:00	School 8:00-2:00	Hair Cut 8:30
Skating 1:00-3:30	Work 3:30-9:00	Work 3:30-5:30	Work 3:30-5:30	Mow Grass 2:30-3:30		Work 10:00-6:00
Homework 4:30-6:30		Homework 6:00-7:00	Clothes Shopping with Mom 7:00	Homework 4:00-6:00	Work 5:00-9:00	Date with Pat 7:30
		Dog to Vet 7:30		Skating 7:00-9:00		

Fill in:

1. Working Hours
2. School Hours
3. Homework/Study Time
4. Family Chores
5. Appointments
6. Fun Times

Now try to fill in your own weekly schedule.

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday

FACTOR: II. SKILL	AREA: 12. SELF HELP

PRE-TEST SCORES/SUMMARIES:

INSTRUCTIONAL STRATEGIES: (Prioritize the ones that apply.)

3 Lecture
4 Discussion/Questioning
5 Practice/Drill
1 Viewing/Listening/Answering
6 Problem Solving
___ Discovery
___ Laboratory
___ Practicum
2 Role Playing/Simulation/Games
___ Independent Learning/Self Instruction
___ Other (Please Specify.)

STUDENT LEARNING ACTIVITIES: (Prioritize the ones that apply.)

1 Read Texts
2 Participate in Discussions
___ Attend Conferences, etc.
3 View Films
___ Observe Handicapped Individuals
4 Other (Please Specify.)
Role Play Problem Situations

Examples of Specific Activities:

1. Student will relay a specific message from the teacher to another student with 100% accuracy, demonstrating listening skills.

2. Student will role play problem solving situations, such as "how to report off work," "how to report an auto accident," or "how to make a doctor's appointment."

3. Students will complete classroom activities requested by the teacher in order to demonstrate their ability to follow directions accurately.

RESOURCES:

1. Adams, Elaine, Ed.D. Vocational Academic Concepts, Vol. II:Student Evaluation Handbook, Project F.I.T. Commerce, TX: Commerce Public Schools, 1977.
2. Follett Coping Skills Series. Using Community Resources. Chicago, IL: Follett Publishing Company, 1979.

STUDENT ACTIVITY FORMS:

1. Vocational Social Skills	(II-12A)
2. Reading - How Much Can You Learn?	(II-12B,C)

POST-TEST EVALUATION/SUMMARIES:

OTHER RELATED INFORMATION LISTED:

VOCATIONAL SOCIAL SKILLS

Objective: Number on your paper 1 through 10. Fill in the blanks below with the words and phrases provided. You may use some of the words more than once.

a. keep busy
b. finish
c. what to do
d. listen
e. follow directions
f. ask questions
g. lose your job
h. waste time

1. In order to follow directions you must first ______________.
2. A dependable worker can ______________ and ________________.
3. If your boss explains something to you and you don't understand, you should ________________.
4. If you are asked to do something at work that you don't like to do, you still need to ______________________ your work.
5. If you follow directions, you usually do not ______________.
6. So that you do not waste materials at work, you need to __________________________ and __________________________.
7. If you do not follow directions you could _________________.
8. Listening to directions will tell you ______________________.
9. Mistakes are make if you do not _______________________ and _________________________________.
10. You should ____________________________________ until you finish your work.

READING--HOW MUCH CAN YOU LEARN?

There are many signs in Anytown, U. S. A. These signs provide information, give warnings, and provide directions. You should become familiar with these signs and the words printed on them.

Here are some examples of the types of signs you might see in Anytown.

1. No Parking
2. Gentlemen (restrooms)
3. Women (restrooms)
4. Faculty
5. Custodian
6. Authorized Personnel Only
7. Do Not Disturb
8. Testing
9. Do Not Enter
10. Push
11. Pull
12. Exit
13. In Case of Fire, Pull Down
14. Handicap Parking Only

If you cannot read a sign, feel free to ask someone what the sign says.

Following Directions

Sometimes, it may be necessary for you to read directions or instructions on a cleanser or supply for you to be able to use it properly. If you have difficulty in reading the directions on a supply or do not understand them, be sure to ask assistance from someone.

Here are a few words you might see on the labels and directions of your cleaning supplies. Go over these with your instructor and learn what they mean.

Mix
Spray
Wipe
Damp
Wet
Sponge
Cloth
Scour
Sprinkle

Sanitize
Surface
Rinse
Repeat
Shake
Avoid
Contact
Skin
Internally

A. Read and demonstrate the following directions to your instructor.

1. "Spray on, wipe off with cloth, paper towel, or damp sponge."
2. "Wet the surface, sprinkle comet on generously, scour until clean, then rinse."
3. "Mix 1/3 cleanser with 2/3 water in spray container. Clean by spraying solution onto surface, wipe with clean cloth."
4. "Mix 4 parts water to three parts cleanser."
5. "Spray onto surface, let dry, then wipe clean."
6. "Do not take internally."
7. "If contacted with skin, rinse thoroughly with clean water."
8. "Spray on surface, wipe clean, repeat."

SOURCE: Project F.I.T., Vol. II, Student Evaluation Handbook.

FACTOR: II. SKILL	AREA: 13. SELF (CARE/DRESS)

PRE-TEST SCORES/SUMMARIES:

INSTRUCTIONAL STRATEGIES: (Prioritize the ones that apply.)

2 Lecture
1 Discussion/Questioning
___ Practice/Drill
3 Viewing/Listening/Answering
___ Problem Solving
___ Discovery
___ Laboratory
___ Practicum
___ Role Playing/Simulation/Games
___ Independent Learning/ Self Instruction
___ Other (Please Specify.)

STUDENT LEARNING ACTIVITIES: (Prioritize the ones that apply.)

2 Read Texts
1 Participate in Discussions
___ Attend Conferences, etc.
3 View Films
___ Observe Handicapped Individuals
___ Other (Please Specify.)

Examples of Specific Activities:

1. Student will become more aware of his/her personal appearance by daily evaluating his/her personal appearance.

2. Student will demonstrate a knowledge of the need for different types of clothes for different occupations by being able to describe clothing that could be worn for various jobs.

RESOURCES:

1. Richter, David. Occupational Essentials. Rockford, IL: H. C. Johnson Press, Inc., 1978.

2. Hudson, Margaret W. and Weaver, Ann A. I Want A Job. Phoenix, NY: Frank E. Richards, 1964.

STUDENT ACTIVITY FORMS:

1. Wearing Proper Work Clothes (II-13A)
2. Weekly Personal Care Chart (II-13B)

POST-TEST EVALUATION/SUMMARIES:

OTHER RELATED INFORMATION LISTED:

WEARING PROPER WORK CLOTHES

You need proper work clothes on a job. You may have found out during an interview the kind of clothes you need for your job. If you did not, you could always ask your boss or another worker. You may wear your own clothes or you may wear a uniform at a given job. The company may give you a uniform or you may have to buy one.

Here are some jobs people do which call for certain types of clothes. Describe the clothes you think these workers might be required to wear.

JOB	TYPE OF CLOTHES
Baby Sitter	________________
Beauty Parlor Operator	________________
Bus Boy in a restaurant	________________
Clerk in a store	________________
Domestic Worker	________________
Messenger Boy	________________
Nurse's Aide	________________
Paper Boy	________________
Service Station Worker	________________
Truck Driver	________________
Usher in a theater	________________
Waitress	________________
Factory Worker	________________
Farm Worker	________________

WEEKLY PERSONAL CARE CHART

II-13B

DATE:							
Do I take a bath or shower at least once a day?							
Do I brush my teeth once a day?							
Do I squeeze, pick, or irritate pimples?							
Do I bite my fingernails?							
Do I keep my hands and fingers away from my nose?							
Do I keep my feet clean and dry?							
Do I keep my hair clean?							
Do I keep my fingernails clean?							
Do I keep my clothes neat and clean?							
Do I keep my shoes shined and repaired?							
Do I change my under-clothes and socks daily?							
Do I use a deoderant at least daily?							
Do I shave everyday if necessary?							
Do I comb or brush my hair?							
Do I use cologne or perfume?							

Directions:

Evaluate yourself every school day for one week. Write the date in the box marked "Date". If you can answer "yes" to the question, then place an "X" in the box next to that question.

FACTOR:	AREA:
II. SKILL	14. WORK/JOB PROBLEM AREAS

PRE-TEST SCORES/SUMMARIES:

INSTRUCTIONAL STRATEGIES: (Prioritize the ones that apply.)

___ Lecture
1 Discussion/Questioning
3 Practice/Drill
4 Viewing/Listening/Answering
5 Problem Solving
___ Discovery
___ Laboratory
___ Practicum
2 Role Playing/Simulation/Games
___ Independent Learning/ Self Instruction
___ Other (Please Specify.)

STUDENT LEARNING ACTIVITIES: (Prioritize the ones that apply.)

___ Read Texts
1 Participate in Discussions
___ Attend Conferences, etc.
2 View Films
___ Observe Handicapped Individuals
3 Other (Please Specify.)
Role Playing

Examples of Specific Activities:

1. Student will list ten acceptable and ten unacceptable behaviors which might occur on the job.

2. Student will role play unacceptable behaviors which might occur on the job.

3. Student will discuss with teacher his/her evaluation of in-school work-station performance.

RESOURCES:

1. Roskos, Frank C. Preparing For The World of Work. Merrill, WI: F. R. Publications, 1979.

2. Anema, Durlynn. Don't Get Fired! 13 Ways To Hold Your Job. Hayward, CA: Janus Book Publishers, 1978.

STUDENT ACTIVITY FORMS:

1.	Exhibiting Acceptable Behaviors	(II-14A,B)
2.	Exhibiting Unacceptable Behaviors	(II-14C,D)
3.	Student Work/Job Evaluation	(II-14E,F,G)

POST-TEST EVALUATION/SUMMARIES:

OTHER RELATED INFORMATION LISTED:
JRT, Stout Vocational Training, Wayne County Joint Vocational School, Occupational Achievement Lab.

EXHIBITING ACCEPTABLE BEHAVIORS FOR JOB MAINTENANCE

1. ALWAYS ARRIVE 15 MINUTES BEFORE YOU ARE EXPECTED TO BEGIN YOUR JOB.
2. ATTEND WORK ON A REGULAR BASIS.
3. PROMPTLY RETURN TO YOUR JOB AFTER YOUR LUNCH PERIOD HAS ENDED.
4. PROMPTLY RETURN TO YOUR JOB AFTER YOUR BREAK OR REST PERIOD HAS ENDED.
5. CAREFULLY LISTEN TO INSTRUCTIONS GIVEN BY YOUR SUPERVISOR OR CO-WORKERS.
6. ASK WELL THOUGHT OUT QUESTIONS WHEN YOU DO NOT UNDERSTAND (ESPECIALLY IF YOU MUST QUESTION YOUR SUPERVISOR).
7. MAINTAIN GOOD GROOMING HABITS.
8. GET PLENTY OF REST TO BE BETTER ABLE TO BE ACTIVE AND FRIENDLY ON THE JOB.
9. LOOK FOR ADDITIONAL WORK.
10. REMAIN AT YOUR WORK STATION.
11. KEEP BUSY.
12. EXHIBIT PATIENCE.
13. INFORM YOUR SUPERVISOR OF YOUR PROGRESS.
14. VERBALLY EXPRESS POSITIVE ATTITUDES TO YOUR SUPERVISOR AND CO-WORKERS.
15. SYSTEMATICALLY CONDUCT YOUR WORK TASKS.
16. PLAN AHEAD AND KNOW WHAT TASKS YOU ARE GOING TO DO BEFORE YOU GET TO WORK.
17. LEARN COMPANY POLICIES AND RULES.

18. CONSTANTLY DO THE BEST JOB POSSIBLE.

19. DO MORE WORK THAN IS EXPECTED OF YOU.

20. REFER TO YOUR SUPERVISOR AND CO-WORKERS BY NAME.

21. BE AS AGREEABLE AS POSSIBLE WHEN TALKING TO YOUR SUPERVISOR OR CO-WORKERS.

22. OBSERVE HOW CO-WORKERS PERFORM TASKS WHICH YOU ARE DOING.

23. EXHIBIT FRIENDLY, CHEERFUL, AND COURTEOUS BEHAVIORS.

24. BE SENSITIVE AND UNDERSTAND YOUR CO-WORKERS' FEELINGS.

25. BE CONCERNED ABOUT THE QUALITY OF YOUR WORK.

26. BE CONCERNED ABOUT THE AMOUNT OF WORK WHICH YOU ARE PRODUCING.

27. RESPECT YOUR SUPERVISOR.

EXHIBITING UNACCEPTABLE BEHAVIORS
CONCERNS IN JOB MAINTENANCE

1. FREQUENTLY MISSING WORK.
2. ARRIVING LATE FOR YOUR JOB.
3. BEING EXTREMELY FRIENDLY WITH YOUR SUPERVISOR.
4. BEING EXTREMELY AGGRESSIVE WITH YOUR SUPERVISOR OR CO-WORKERS.
5. TALKING TO YOUR SUPERVISOR OR CO-WORKERS WHEN THEY DO NOT WANT TO BE BOTHERED.
6. EXPRESSING ANGER WHEN YOUR WORK IS CONSTRUCTIVELY CRITICIZED.
7. ALLOWING YOUR EMOTIONS TO EFFECT YOUR WORK.
8. TREATING CO-WORKERS UNFAIRLY.
9. TAKING FULL CREDIT FOR A GROUP EFFORT.
10. BREAKING COMPANY RULES AND POLICIES.
11. ALWAYS TRYING TO BE THE FIRST PERSON OUT OF THE BUILDING AFTER WORK.
12. EXPRESSING SUPERIORITY TO YOUR SUPERVISOR OR CO-WORKERS.
13. ALLOWING COMMENTS OR CRITICISMS ABOUT YOUR WORK TO BECOME PERSONAL.
14. INDICATING THAT YOU ARE MORE IMPORTANT THAN ANYONE OR ANYTHING ELSE CONCERNED WITH YOUR JOB.
15. ALWAYS TRYING TO GAIN PERSONAL ADVANTAGES.
16. ASKING YOUR SUPERVISOR A LOT OF UNNECESSARY QUESTIONS.
17. VERBALLY OR NON-VERBALLY TELLING YOUR SUPERVISOR OR CO-WORKERS THAT YOU ARE SMARTER OR HAVE A BETTER EDUCATION THAN THEM.

UNACCEPTABLE BEHAVIORS Cont'd--

18. TAKING PROBLEMS TO HIGHER MANAGEMENT THAN YOUR IMMEDIATE SUPERVISOR.
19. BEING EXTREMELY SENSITIVE TO COMMENTS MADE BY YOUR SUPERVISOR OR CO-WORKERS.
20. ALWAYS MAKING EXCUSES WHEN PROBLEMS ARISE.
21. CONTINUALLY COMPLAINING AND FINDING FAULTS WITH EVERYTHING.
22. BLAMING CO-WORKERS FOR YOUR MISTAKES.
23. DOING PERSONAL TASKS DURING WORK HOURS, SUCH AS READING MAGAZINES OR WRITING LETTERS.
24. BEING EXTREMELY CRITICAL OF YOUR SUPERVISORS, CO-WORKERS, OR THE COMPANY YOU WORK FOR.
25. TRYING TO LEARN CO-WORKERS' JOBS BEFORE YOU KNOW YOUR OWN.
26. CONSTANTLY COMPLAINING ABOUT ANYTHING ASSOCIATED WITH YOUR JOB.
27. CONSTANTLY WATCHING THE CLOCK WHILE WORKING.
28. FREQUENTLY BEING UNHAPPY WHILE WORKING.
29. IGNORING SAFETY RULES.

II-14E

STUDENT WORK/JOB EVALUATION

Student's Name ______________________________ Date ______________

Total Hours in Lab ________________

DEPENDABILITY is the ability to do required jobs well with a minimum of supervision.

______	______	______	______	______
Requires close supervision; is unreliable	Sometimes requires prompting	Usually takes care of necessary tasks and com-	Requires little supervision; is reliable	Requires absolute minimum of supervision

DRIVE is the desire to attain goals, to achieve.

______	______	______	______	______
Has poorly defined goals and acts w/out purpose; puts forth practically no effort	Sets goals too low; puts forth little effort to achieve	Has average goals and usually puts forth effort to reach these	Strives hard; has high desire to achieve	Sets high goals and strives incessantly to reach these

JOB KNOWLEDGE is the information concerning work duties which an individual should know for a satisfactory job performance.

______	______	______	______	______
Poorly informed about work duties	Lacks knowledge of some phases of work	Moderately informed; can answer most common questions	Understands all phases of work	Has complete mastery of all phases of job

QUANTITY OF WORK is the amount of work an individual does in a work day.

______	______	______	______	______
Does not meet minimum requirements	Does just enough to get by	Volume of work is satisfactory	Very industrious, does more than is required	Superior work production record

STABILITY is the ability to withstand pressure and to remain calm in crisis situations.

______	______	______	______	______
Goes "to pieces" under pressure; is "jumpy" and nervous	Occasionally "blows up" under pressure; is easily irritated	Has average tolerance for crises; usually remains calm	Tolerates most pressure; likes crises more than the average person	Thrives under pressure; really enjoys solving crises

COURTESY is the polite attention an individual gives other people.

______	______	______	______	______
Blunt; discourteous; antagonistic	Sometimes tactless	Agreeable and pleasant	Always very polite and willing to help	Inspiring to others in being courteous and very pleasant

STUDENT WORK/JOB EVALUATION

II-14F

FRIENDLINESS is the sociability and warmth which an individual imparts in his attitude toward customers, other employees, his supervisor, and the person he may supervise.

Very distant and aloof	Approachable; friendly once known by others	Warm; friendly; sociable	Very sociable and outgoing	Extremely sociable; excellent at establishing good will

PERSONALITY is an individual's behavior characteristics or his personal suitability for the job.

Personality unsatisfactory for this job	Personality questionable for this job	Personality satisfactory for this job	Very desirable personality for this job	Outstanding personality for this job

PERSONAL APPEARANCE is the personal impression an individual makes on others. (Consider cleanliness, grooming, neatness and appropriateness of dress on the job.)

Very untidy; poor taste in dress	Sometimes untidy and careless about personal appearance	Generally neat and clean; satisfactory personal appearance	Careful about personal appearance; good taste in dress	Unusually well groomed; very neat; excellent taste in dress

PHYSICAL FITNESS is the ability to work consistently and with only [illegible]ate fatique. (Consider physical alertness and energy.)

Tires easily; is weak and frail	Frequently tires and is slow	Meets physical and energy job requirements	Energetic; seldom tires	Excellent health; no fatique

ATTENDANCE is faithfulness in coming to work daily and conforming to working hours.

Often absent without good excuse and/or frequently reports for work late	Lax in attendance and/or reporting for work on time	Usually present and on time	Very prompt; regular in attendance	Always regular and prompt; volunteers for overtime when needed

HOUSEKEEPING is the orderliness of cleanliness in which an individual keeps his work area.

Disorderly or untidy	Some tendency to be careless and untidy	Ordinarily keeps work area fairly neat	Quite conscientious about neatness and cleanliness	Unusually neat; clean and orderly

STUDENT WORK/JOB EVALUATION

ACCURACY is the correctness of work duties performed.

Makes frequent errors	Careless; makes recurrent errors	Usually accurate; makes only average number of mistakes	Requires little supervision; is exact and precise most of the time	Requires absolute minimum of supervision; is almost always accurate

ALERTNESS is the ability to grasp instruction, to meet changing conditions and to solve novel or problem situations.

Slow to "catch on"	Requires more than average instructions and explanations	Grasps instructions with average ability	Usually quick to understand and learn	Exceptionally keen and alert

CREATIVITY is talent for having new ideas, for finding new and better ways of doing things and for being imaginative.

Rarely has a new idea; is unimaginative	Occasionally comes up with a new idea	Has average imagination; has reasonable number of new	Frequently suggests new ways of doing things; is very imaginative	Continually seeks new and better ways of doing things; is is extremely imaginative

OVERALL EVALUATION is comparison with other students:

Definitely unsatisfactory	Substandard but making progress	Doing an average job	Definitely above average	Outstanding

COMMENTS

Major weak points are--	Major strong points are--
1. ______________________	1. ______________________
2. ______________________	2. ______________________

FACTOR: II. SKILL	AREA: 15. OCCUPATIONAL TERMINOLOGY

PRE-TEST SCORES/SUMMARIES:

INSTRUCTIONAL STRATEGIES: (Prioritize the ones that apply.)

___ Lecture
2 Discussion/Questioning
3 Practice/Drill
___ Viewing/Listening/Answering

___ Problem Solving
___ Discovery
___ Laboratory
___ Practicum

___ Role Playing/Simulation/Games
1 Independent Learning/Self Instruction
___ Other (Please Specify.)

STUDENT LEARNING ACTIVITIES: (Prioritize the ones that apply.)

3 Read Texts
1 Participate in Discussions
___ Attend Conferences, etc.

2 View Films
___ Observe Handicapped Individuals
___ Other (Please Specify.)

Examples of Specific Activities:

1. Given a worksheet with pictures of tools, student will select and match correct name for each from multiple choice answers.

2. View films on tools for a specific job and how to use them.

3. With actual tools on display, student will identify and demonstrate how to use the tools.

4. Take a field trip to hardware store to identify tools and costs of them.

RESOURCES:

1. Stanley Tools. The Little Carpenter. New Britain, CT: The Stanley Works, 1969.

2. Developmental Learning Materials. Occupation Match-Ups and Career Flip Book. Niles, IL: Developmental Learning Materials, 1978.

STUDENT ACTIVITY FORMS:

1. Sample Occupational Terminology Form (II-15A)
2. Stanley Tools Sample (II-15B)

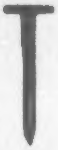
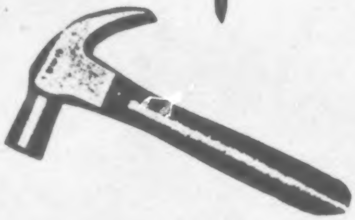
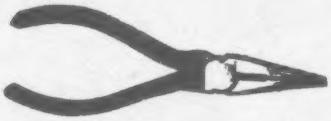
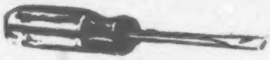
POST-TEST EVALUATION/SUMMARIES:

OTHER RELATED INFORMATION LISTED:
Observation at particular job setting - student will observe all materials and procedures. Learn to recognize specific terms used in each job area.

II-15A

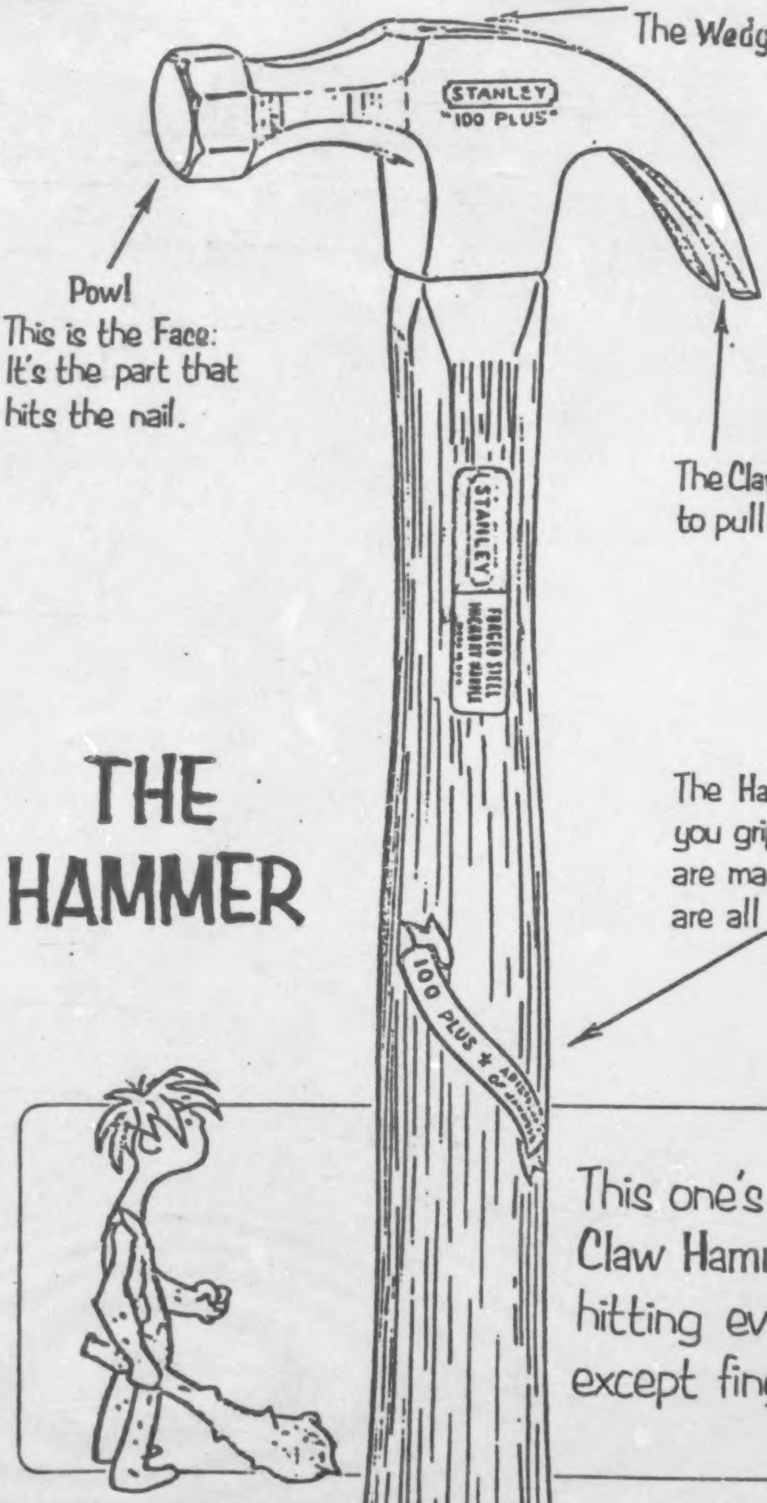
OCCUPATIONAL TERMINOLOGY

Match the following:

Picture	Name of Article	Scoring	
		RIGHT	WRONG
	hammer wrench nail	____	____
	chisel hammer saw	____	____
	pliers screwdriver jack	____	____
	chisel screwdriver hammer	____	____

NOTE: This form is just an example of the type of occupational terminology relating to a job.

THE HAMMER



The Wedges hold the head on.

Pow!
This is the Face:
It's the part that
hits the nail.

The Claw. This is what you use
to pull out nails.

The Handle. This is where
you grip the hammer. Some
are made of wood and some
are all metal with a rubber grip.

This one's easy-- it's the
Claw Hammer and it's for
hitting every kind of nail
except finger nails.

FACTOR: III. ATTITUDE	AREA: 16. REALITY

PRE-TEST SCORES/SUMMARIES:

INSTRUCTIONAL STRATEGIES: (Prioritize the ones that apply.)

___ Lecture
1 Discussion/Questioning
___ Practice/Drill
2 Viewing/Listening/Answering

___ Problem Solving
3 Discovery
___ Laboratory
___ Practicum

4 Role Playing/Simulation/Games
5 Independent Learning/ Self Instruction
___ Other (Please Specify.)

STUDENT LEARNING ACTIVITIES: (Prioritize the ones that apply.)

___ Read Texts
1 Participate in Discussions
___ Attend Conferences, etc.

2 View Films
___ Observe Handicapped Individuals
3 Other (Please Specify.)
Role Play, Pantomime and Video-Taping
Work Samples

Examples of Specific Activities:

1. Make a poster or collage of cutout pictures for "My World" or "Who I Am," or "Who I Would Like To Be."

2. Video-tape a student working at a job sample station and then have group viewing and critiquing in the student's presence.

3. Role play a work-evaluation situation of the employer going over an unfavorable evaluation report with the employee. How did the employee accept the criticism and how should it have been accepted?

RESOURCES:

1. Ohio Department of Education. Social Responsibility: A Teachable Skill. Columbus, OH: Ohio Department of Education, 1978.

2. Family Communications. I Am, I Can, I Will. Northbrook, IL: Hubbard, 1979.

STUDENT ACTIVITY FORMS:

1. Reality Self-Test (III-16A)
2. Vocational Readiness (III-16B,C)

POST-TEST EVALUATION/SUMMARIES:

OTHER RELATED INFORMATION LISTED:

REALITY SELF-TEST

Check the appropriate answer.

Do I:	Yes	No
1. Accept criticism on the job?	______	______
2. Accept criticism about myself?	______	______
3. Strive for improvement after criticism?	______	______
4. Take pride in my finished work?	______	______
5. Accept the rights of others?	______	______
6. Respect those in authority?	______	______

The above form gives some questions which will help students think realistically. Additional questions could be added to expand the student's basic reality concepts.

III-16B

VOCATIONAL READINESS

Name: ______________________________

Address: ______________________________

Phone: ______________ Birthdate ____________

Social Security No. ____________________

Explanation of Symbols

L - Learning

A - Achieved

No marking indicates a skill not presented or a stage of development not attained.

	YEAR	
	19 __	19 __
A. QUALITY OF WORK		
1. Distinguishes between work of good and poor quality		
2. Distinguishes between good and poor quality and attempts to improve		
3. Recognizes, appreciates and strives for good quality of work		
4. Is self-critical and independently strives for improvement		
B. ATTITUDE TOWARD PEERS AND SUPERVISORS		
1. Can get along with selected peers in a work situation		
2. Can get along with all familiar peers		
3. Is cooperative and works well with all peers and supervisors		
4. Cooperatively engages in work activities with co-workers of different age or ability levels		
C. ATTITUDE TOWARD WORK		
1. Shows accepting attitude toward work assignments		
2. Begins all tasks willingly in supervised situation		
3. Performs tasks with interest and shows responsibility to complete the task		
D. EXTENDED WORK SCHEDULE		
1. Able to work productively for over 15 minutes		
2. Able to work productively for a period of over 1 hour		
3. Able to work productively for a half-day		
4. Able to work productively for a full day's work schedule		

VOCATIONAL READINESS

	YEAR	
	19 __	19 __
E. PUNCTUALITY		
1. Is punctual when reminded		
2. Understands punctuality, needs only occasional reminder		
3. Displays good attitude toward being punctual		
4. Is punctual and resents others who are not		
F. TRAVEL COMPETENCY		
1. Behaves acceptably when supervised		
2. Behaves well and can travel independently between two points		
3. Travels independently to several places		
4. Totally independent in finding own way to desired destination		
G. MONEY AWARENESS		
1. Recognizes money as having value		
2. Uses money to purchase items as directed		
3. Uses money to make independent purchases		
4. Has habit of saving and can set aside money for specific needs		

COMMENTS

19 __ ____________________

19 __ ____________________

FACTOR: III. ATTITUDE	AREA: 17. FRUSTRATION/TOLERANCE

PRE-TEST SCORES/SUMMARIES:

INSTRUCTIONAL STRATEGIES: (Prioritize the ones that apply.)

___ Lecture
_1_ Discussion/Questioning
___ Practice/Drill
_2_ Viewing/Listening/Answering

___ Problem Solving
___ Discovery
___ Laboratory
___ Practicum

_3_ Role Playing/Simulation/Games
_4_ Independent Learning/ Self Instruction
___ Other (Please Specify.)

STUDENT LEARNING ACTIVITIES: (Prioritize the ones that apply.)

___ Read Texts
_1_ Participate in Discussions
___ Attend Conferences, etc.

_2_ View Films
___ Observe Handicapped Individuals
_3_ Other (Please Specify.)
Role Playing and Games

Examples of Specific Activities:

Behavior Modification Activities: 1. Teacher and Student select a target behavior which he/she needs to improve.
2. The goal and objectives are defined and written down in contract form.
3. The contract is signed by student and teacher.
4. A chart is made for recording daily progress.
5. Recognition and reward is given at proper times.

Socialization Experiences: Act out as written and then try a better way.
1. Role play a family situation of father driving car, mother, and three children as passengers on a long trip. Children get tired and noisy and father loses his temper and refuses to drive any farther.
2. Role play a family meal situation and the three children are talking and arguing and the mother loses her temper and sends them to their rooms.
3. Student in a work situation is being ridiculed by co-worker about his/her shirt or blouse and becomes angry and walks away from the work station.

RESOURCES:
1. Ohio Department of Mental Health. State of Ohio Curriculum Guide for Moderately Mentally Retarded Learners. Columbus, OH: Ohio Department of Mental Health, 1977.

2. Everetts, Eldonna L., Weiss, Bernard J., and Cruikshank, Susan B. People Need People. New York, NY: Holt, Rinehart, and Winston, 1977.

STUDENT ACTIVITY FORMS:

1. Frustration/Tolerance Self-Test (III-17A)
2. Independent Work-Study Contract (III-17B)

POST-TEST EVALUATION/SUMMARIES:

OTHER RELATED INFORMATION LISTED:

FRUSTRATION/TOLERANCE SELF-TEST

Check the appropriate answer.

	Yes	No
1. Am I able to control my temper when being criticized?	______	______
2. Do I take pride in my work?	______	______
3. Am I interested in my work?	______	______
4. Do I let my emotions control my behavior?	______	______
5. Do I cooperate with my fellow employees?	______	______
6. Do I recognize my limitations?	______	______

The above form gives some questions which will help students realize the effects of frustration on workers. Additional questions could be added to expand the students' self-concept in this area of tolerance and frustration.

INDEPENDENT WORK-STUDY CONTRACT

NAME:

TARGET BEHAVIOR:

TELL WHAT YOU EXPECT TO LEARN:

HOW WILL YOU SHOW WHAT YOU HAVE LEARNED:

REWARD/RECOGNITION FOR LEARNING:

CONDITIONS FOR REWARD/RECOGNITION:

CONTRACT EXPIRATION DATE:

STUDENT SIGNATURE:

TEACHER SIGNATURE:

This contract entered into on this ____________________ day of the month of ____________________ in the year ___________ at ____________________.

FACTOR: III. ATTITUDES	AREA: 18. MOOD

PRE-TEST SCORES/SUMMARIES:

INSTRUCTIONAL STRATEGIES: (Prioritize the ones that apply.)

___ Lecture
1 Discussion/Questioning
___ Practice/Drill
3 Viewing/Listening/Answering
4 Problem Solving
___ Discovery
___ Laboratory
___ Practicum
2 Role Playing/Simulation/Games
___ Independent Learning/
Self Instruction
___ Other (Please Specify.)

STUDENT LEARNING ACTIVITIES: (Prioritize the ones that apply.)

2 Read Texts
1 Participate in Discussions
___ Attend Conferences, etc.
___ View Films
___ Observe Handicapped Individuals
3 Other (Please Specify.)
Role Playing

Examples of Specific Activities:

1. The students will construct a personal needs assessment "happiness formula" by analyzing those activities they enjoy and in which they are successful in performing.

2. The students will role play a situation to demonstrate how to control their tempers on the job.

3. The students will read a story and answer questions about taking their problems to work.

RESOURCES:
1. Buchan, L. Role Playing and the Educable Retarded. Belmont, CA: Fearon Publishers, 1972.
2. Saltzman, Glenn A., Savickas, Mark. Career Education Program. Hanover, NH: Time Share, 1978.
3. Pelton, V. On Our Own In Ohio. Warren, OH: Trumbull County B.O.E., 1980.

STUDENT ACTIVITY FORMS:

1. Happiness Needs Activity Rating Form	(III-18A)
2. Controlling Your Temper	(III-18B,C)
3. Taking Your Problems to Work	(III-18D,E)

POST-TEST EVALUATION/SUMMARIES:

OTHER RELATED INFORMATION LISTED:

HAPPINESS/NEEDS ACTIVITY RATING FORM

	ACTIVITIES										
NEEDS	1.	2.	3.	4.	5.	6.	7.	8.	9.	10.	TOTALS
MASTERING THE ENVIRONMENT											
ACTIVITY											
BELONGING											
SECURITY											
COMPETITION											
LEADERSHIP											
FRIENDSHIP											
HELPFULNESS											
INDEPENDENCE											
CREATIVITY											
CHALLENGE											
ACHIEVEMENT											

HAPPINESS FORMULA: I feel happy and successful when I perform activities that satisfy my needs for ____________________, ____________________, and ____________________.

CONTROLLING YOUR TEMPER

A Role Playing Situation

Teacher: Today, let's pretend that John works at ABC Company, a make-believe company. He is having a hard time at work, is very unhappy and in a bad mood. Mary, will you be his supervisor, and Bob, will you be a worker like John at ABC Company? Pretend you have gone on a coffee break and you try to cheer him up during the coffee break.

Bob (Co-worker): John, guess what we . . . . .

John: Drink your coffee and be quiet.

Mary (Supervisor): Now, relax, John. Bob was just trying to be pleasant and take your mind off your problems.

Bob: Yeah, I was just . . . .

John: Please, Bob, I don't want to listen now. Just please shut up.

Bob: But, John . . . . . (John slams down his coffee cup)

Mary: Bob, John has had a rough day, and he's tired. Let's make him happy and do what he says.

Bob: Okay. Boy, John, just because you are tired, tense and irritable, you don't have to take it out on us. (he smiles and pretends to drink)

The group can discuss other ways of making John happy or other ways John might have responded. Those members of the group who played roles should be given an opportunity to tell how they feel. A prime objective in this situation is helping the student accept discipline and learn new ways of controlling his/her temper and expressing his/her feelings or moods. Reenactments can provide the student with an opportunity to play the role of John and obtain a different point of view.

TAKING YOUR PROBLEMS TO WORK

Bill hurried into work at 7:25 a.m. He was 25 minutes late and his boss was not too happy with him. Bill was not very happy either. He and his wife, Kathy, had another fight this morning before he left for work. This was the third fight they had had in two weeks. Bill had been out too late at night with his buddies again. Kathy was really mad this time. She didn't wake Bill up when she should have. They had a fight and Bill was late. It was the third time in two weeks.

When Bill arrived at work he was still burned up. His boss asked him why he was late and Bill told him it was none of his business. Bill's boss didn't like his answer or his behavior and told Bill he had better take it easy. Before his boss could finish, Bill took a swing at him. He missed. The plant security police were called. Bill was sent home.

This story shows how people let their personal problems affect their jobs. Bill was fired. He tried to explain to his boss why he was late. It did no good. Before he left, his boss told Bill that if he wants to keep a job, he will have to learn to leave his problems at home.

Now he was out of a job and he and Kathy would really have something to fight about. Now there would be no money to pay the bills.

Many people bring their problems to work. If people let problems they are having, such as divorce, drinking or fighting with family members affect their work, then they face the chance of losing their job.

TAKING YOUR PROBLEMS TO WORK

So remember, if you get in a fight with your wife or you get a speeding ticket on the way to work, DON'T let these problems affect how you act on the job. If you do, you may find yourself without a job.

THINK ABOUT IT!

1. What should Bill have told his boss when he arrived at work late? ____________________

2. Tell about one time when a problem you were having at home affected you at work or at school: ____________________

   ____

   ____

   ____

3. Do you think it is best to explain your problems to your boss or to keep quiet? ____________________

   ____

4. What kinds of problems might it be good to tell him about?

   ____

5. TRUE OR FALSE?

   __________ You should forget your troubles at work.

   __________ You should tell your boss all your problems.

   __________ Your boss wants to know all your personal problems.

   __________ You may get fired if you take out your anger on someone else.

   __________ If your place of employment has a counselor, you can talk over your personal problems with them.

FACTOR: III. ATTITUDE	AREA: 19. COOPERATION

PRE-TEST SCORES/SUMMARIES:

INSTRUCTIONAL STRATEGIES: (Prioritize the ones that apply.)

___ Lecture
3 Discussion/Questioning
___ Practice/Drill
___ Viewing/Listening/Answering

___ Problem Solving
___ Discovery
___ Laboratory
1 Practicum

2 Role Playing/Simulation/Games
___ Independent Learning/Self Instruction
4 Other (Please Specify.)
Assigning Small Group Tasks Requiring Cooperative Effort

STUDENT LEARNING ACTIVITIES: (Prioritize the ones that apply.)

___ Read Texts
2 Participate in Discussions
___ Attend Conferences, etc.

1 View Films
___ Observe Handicapped Individuals
3 Other (Please Specify.)
Assigning Small Group Tasks Requiring Cooperative Effort

Examples of Specific Activities:

1. The student will work on an assigned task in a cooperative manner. Assigning small group tasks, e.g., planning a field trip, party, room design, etc.

2. The student accepts constructive criticism from other co-workers and/or the supervisor upon completion of a job, e.g., cleaning the cafeteria, painting a room, cleaning the blackboard, etc.

RESOURCES:

1. Throop, Sara and Hunter, Kathryn. Service Occupations. Phoenix, NY: Frank E. Richards Publishing Co., Inc., 1977.

2. John, Hughes. Janet The Hospital Helper. Hayward, CA: Janus Book Publishers, 1975.

STUDENT ACTIVITY FORMS:

1.	Cooperation Activities Form	(III-19A,B)
2.	Vocational Social Skills	(III-19C)

POST-TEST EVALUATION/SUMMARIES:

OTHER RELATED INFORMATION LISTED: Commerce Public Schools. Project F.I.T. (Fundamental Industrial Training), Vocational Academic Concepts, Vol.II Student Handbook. Commerce, TX: Texas Rehabilitation Commission, 1977.

COOPERATION ACTIVITIES

Elementary	Junior High	Senior High
a. critique the student in the proper method of cleaning the blackboard and ledge student accepts the teacher's critique after he has cleaned the blackboard and lodge. A. method used B. job throughness	a. critique the student in the proper method of maintaining the cleanliness of his classroom 1) outlining process to be used 2) trial and error method employed first 3) review supervisor process to be used in job task 4) corrective criticism of method student is using student accepts the teacher's critique after he has cleaned the classroom A. method used B. job throughness	a. instruct the student in the proper method of cleaning the cafeteria after lunch time 1) written outline of task to be completed 2) lunchroom manager observation of workers ability 3) supervisor reviewing process to be used to complete task-making comments on how to do the job better 4) time element introduced (deadline when job must be completed) 5) corrective criticism by supervisor to student student accepts the supervisor's critique after he has cleaned the cafeteria after lunch A. method used B. job throughness

COOPERATION ACTIVITIES

Elementary	Junior High	Senior High
a. group will assemble a puzzle	a. group will complete classroom bulletin board	a. group will work together in cafeteria dishroom
b. plan small group game periods	b. assigning small group tasks e.g. planning room design, field trip, party, unit assignments, etc.	b. assigning small group tasks e.g. planning room design, field trip, party, unit assignments, etc.

VOCATIONAL SOCIAL SKILLS

Objective: Number on your paper 1 through 10. Answer the questions below either by writing down the answers or discussing the answers with your instructor.

1. What is cooperation?
2. What are five ways to cooperate?
3. Define "adaptable."
4. Define "enthusiastic."
5. Define "loyalty."
6. Define "dependable."
7. What is the difference between a "hard worker" and a "lazy worker?"
8. Define "responsible."
9. If you were a boss, would you rather have a cooperative worker or a worker that was not cooperative?
10. Do cooperative workers get more pay raises?

SOURCE: Project F.I.T., Vocational Academic Concepts, Vol. II Student Handbook.

FACTOR: III. ATTITUDE	AREA: 20. CKEERFULNESS

PRE-TEST SCORES/SUMMARIES:

INSTRUCTIONAL STRATEGIES: (Prioritize the ones that apply.)

___ Lecture
5 Discussion/Questioning
___ Practice/Drill
___ Viewing/Listening/Answering
3 Problem Solving
2 Discovery
___ Laboratory
___ Practicum
1 Role Playing/Simulation/Games
4 Independent Learning/Self Instruction
___ Other (Please Specify.)

STUDENT LEARNING ACTIVITIES: (Prioritize the ones that apply.)

5 Read Texts
1 Participate in Discussions
___ Attend Conferences, etc.
4 View Films
3 Observe Handicapped Individuals
2 Other (Please Specify.)
Worksheets

Examples of Specific Activities:

1. Role play work situations: a. the grumpy, unhappy worker, b. the cheerful worker. Discuss which situation was more pleasant for working accentuating the positive reasons.

2. Given a specific situation, the student will display a positive attitude towards co-workers and supervisors, through both actions and works. The student will model the behavior for the class through role playing situations. For example, the student will be interviewed for a job. Role play greeting the interviewer and answering questions in a cheerful, positive manner. Then role play greeting the interviewer and answering his questions in a grumpy, depressing manner. The students will decide who should get the job and why.

RESOURCES:

1. Eson, Morris E., Psychological Foundations of Education. New York, NY: Holt, Rinehart, and Winston, Inc., 1964.

2. Stephens, Thomas M., Hartman, A. Carol, Lucas, Virginia H. Teaching Children Basic Skills: A Curriculum Handbook. Columbus, OH: Charles E. Merrill Publishing Co., 1978.

STUDENT ACTIVITY FORMS:

1. Student Daily Attitude Chart (III-20A)
2. The Job Interview (III-20B)

POST-TEST EVALUATION/SUMMARIES:

OTHER RELATED INFORMATION LISTED:

THE JOB INTERVIEW

Answer the following questions yes or no.

1. ________ Never smile during an interview.

2. ________ Always let the interviewer know that you are genuinely interested in working for his company.

3. ________ Never look at the interviewer when you answer his questions.

4. ________ It is all right to laugh during an interview.

5. ________ Always listen carefully to the interviewer's questions.

6. ________ Never let the interviewer know that you are interested in working for his company or you may not get the job.

7. ________ Always respond to questions in a positive, cheerful manner.

8. ________ It is better to answer an interviewer's questions in clear sentences than with "yup" or "nope".

9. ________ You should tell the interviewer that you really don't like to work, but that you do need the money.

10. ________ Let the interviewer know, by what you say and what you do, that you would be the most qualified person for the job.

11. ________ Always ask the employer how much the job pays before answering any other questions.

FACTOR: IV. VALUE	AREA: 21. SPACE/OTHERS

PRE-TEST SCORES/SUMMARIES:

INSTRUCTIONAL STRATEGIES: (Prioritize the ones that apply.)

___ Lecture
4 Discussion/Questioning
___ Practice/Drill
___ Viewing/Listening/Answering
2 Problem Solving
3 Discovery
___ Laboratory
___ Practicum
1 Role Playing/Simulation/Games
5 Independent Learning/
Self Instruction
___ Other (Please Specify.)

STUDENT LEARNING ACTIVITIES: (Prioritize the ones that apply.)

___ Read Texts
1 Participate in Discussions
___ Attend Conferences, etc.
___ View Films
3 Observe Handicapped Individuals
2 Other (Please Specify.)
Worksheets

Examples of Specific Activities:

1. Students will play the Puzzle Squares Game included with the forms.
2. Students will discuss space value concepts outlined on the "Student Space Value Activity" form.

RESOURCES:

1. Borden, George A., Gregg, Richard B., Grove, Theodore G. Speech Behavior and Human Interaction. Englewood Cliffs, NJ: Prentice-Hall, Inc., 1969.
2. Stephens, Thomas M., Hartman, A. Carol, Lucas, Virginia H. Teaching Children Basic Skills: A Curriculum Handbook. Columbus, OH: Charles E. Merrill Publishing Company, 1978.

STUDENT ACTIVITY FORMS:

1.	Puzzle Squares Game	(IV-21A)
2.	Questions to Puzzle Squares Game	(IV-21B)
3.	Student Space Value Activity	(IV-21C)

POST-TEST EVALUATION/SUMMARIES:

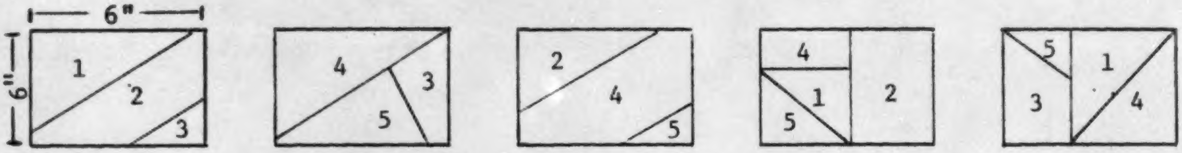
OTHER RELATED INFORMATION LISTED:

PUZZLE SQUARES GAME

Two groups of five.

1. Pass out one envelope per person with pattern for squares.
2. Students must build squares with patterns.
3. Students are not allowed to take desired puzzle pieces from each other and also are not allowed to ask for puzzle pieces.
4. Students must wait to be offered pieces from others and must offer wanted pieces to others.
5. First team to complete all five puzzles wins.

Each number is placed in same envelope.



THE STUDENT WILL LEARN TO DISPLAY TOLERANCE FOR INDIVIDUALS WITH CHARACTERISTICS, IDEAS, AND VALUES DIFFERENT FROM HIS OWN.

THE STUDENT WILL MODEL THE BEHAVIOR THROUGH ROLE PLAYING SITUATIONS. FOR EXAMPLE - "A CO-WORKER BORROWS TOOLS FROM YOU WITHOUT ASKING AND THEN DOES NOT RETURN THEM" OR "A CO-WORKER TELLS YOU THAT HE TOLD THE BOSS HE WAS SICK YESTERDAY BUT HAD ACTUALLY GONE HUNTING."

THEN HAVE THE STUDENT DISCUSS HOW HE FELT IN A SITUATION WHERE ANOTHER PERSON'S IDEAS AND VALUES WERE DIFFERENT FROM HIS OWN AND HOW HE TRIED TO SOLVE THE PROBLEM.

QUESTIONS TO THE PUZZLE SQUARES GAME

DIRECTIONS: Answer the following questions, yes or no, after playing the Puzzle Squares Game.

1. I did not speak while building my puzzle.

2. I took the pieces I wanted.

3. I asked for the pieces I needed.

4. I waited for someone to give me the pieces I needed.

5. I put more than my puzzle together.

6. I gave people pieces without being asked.

7. Someone helped me with my puzzle.

8. I kept all the pieces given to me until I finished my puzzle.

9. Someone took pieces from me without waiting for me to give them away.

10. Someone kept all the pieces until they finished their puzzle.

STUDENT SPACE VALUE ACTIVITY

DIRECTIONS: This is designed to assist students with conceptualizing the value of space in a work situation. Take the students through the questions and discuss each part.

1. If a co-worker borrows your tools without asking you first, you should:

   a) hit him.
   b) tell him to please ask you first in the future.
   c) cry.

2. If a co-worker lies to you regularly, you should:

   a) lie to him whenever you can.
   b) be his friend.
   c) tell him you cannot respect or get along with someone who always lies.

3. If a co-worker accidentally loses something that belongs to you, you should:

   a) forgive him.
   b) hit him.
   c) never speak to him again.

4. You want to borrow a tool from a co-worker. You should:

   a) just take it.
   b) steal it when he isn't looking.
   c) first ask if you may borrow it.

5. You accidentally break a co-worker's tool. You should:

   a) forget about it.
   b) apologize and offer to replace it.
   c) lie and tell him you didn't break it.

FACTOR: IV. VALUE	AREA: 22. SELF

PRE-TEST SCORES/SUMMARIES:

INSTRUCTIONAL STRATEGIES: (Prioritize the ones that apply.)

5 Lecture
4 Discussion/Questioning
___ Practice/Drill
3 Viewing/Listening/Answering
2 Problem Solving
___ Discovery
___ Laboratory
___ Practicum
1 Role Playing/Simulation/Games
6 Independent Learning/Self Instruction
___ Other (Please Specify.)

STUDENT LEARNING ACTIVITIES: (Prioritize the ones that apply.)

2 Read Texts
1 Participate in Discussions
___ Attend Conferences, etc.
___ View Films
___ Observe Handicapped Individuals
___ Other (Please Specify.)

Examples of Specific Activities:

1. The student will orally discuss and then write the meanings of ten words and/or phrases which are desirable personality traits for securing and maintaining gainful employment.

2. The student will discuss each of the nine qualities an employer expects in an employee and write what each quality means to that student in holding a job.

3. Simulate desirable personality traits: a. being responsible b. following directions c. being friendly d. being helpful e. getting along with others f. taking pride in my work g. being honest.

4. Role play the qualities expected from an employer: a. being on time b. being responsible c. sticking to the schedule d. following directions e. being helpful f. remembering that business comes first g. keeping myself busy h. taking criticism wisely i. leaving my blues at home j. getting along with others k. taking pride in my work l. not arguing with my boss.

RESOURCES:

1. Schneider, Bernard. Getting and Holding a Job. Phoenix, NY: Frank E. Richards Publishing Company, 1974.

2. Canfield, Jack and Wells, Harold C. 100 Ways to Enhance Self-Concept in the Classroom. Englewood Cliffs, NJ: Prentice-Hall, Inc., 1976.

3. Washburn, Winifred. Vocational Entry Skills for Secondary Students. San Rafael, CA: Academic Therapy Publications, 1975.

STUDENT ACTIVITY FORMS:

1. Holding a Job	(IV-22A)
2. Desirable Personality Traits #1	(IV-22B)

POST-TEST EVALUATION/SUMMARIES:

OTHER RELATED INFORMATION LISTED:

HOLDING A JOB

Discuss each of the words below with your teacher and classmates in terms of how they contribute.

Now that you have discussed each of the nine qualities an employer expects in an employee write what each one means to you in terms of holding a job.

1. Ability ______________________________

____

2. Reliable ______________________________

____

3. Initiative ______________________________

____

4. Honest ______________________________

____

5. Good attendance ______________________________

____

6. Loyalty ______________________________

____

7. Cooperation ______________________________

____

8. Cheerful ______________________________

____

9. Able to follow rules ______________________________

____

____

DESIRABLE PERSONALITY TRAITS

Directions: Define each word or phrase. Discuss the meanings you have written with the group.

1. Is honest: ______________________________
____
2. Is dependable: ______________________________
____
3. Has self-confidence: ______________________________
____
4. Is loyal: ______________________________
____
5. Is alert to new methods: ______________________________
____
6. Is adaptable: ______________________________
____
7. Memory and association: ______________________________
____
8. Is economical: ______________________________
____
9. Uses good judgement: ______________________________
____
10. Has persistence and patience: ______________________________
____

FACTOR: IV. VALUE FACTOR	AREA: 23. WORK

PRE-TEST SCORES/SUMMARIES:

INSTRUCTIONAL STRATEGIES: (Prioritize the ones that apply.)

___ Lecture
1 Discussion/Questioning
___ Practice/Drill
2 Viewing/Listening/Answering
___ Problem Solving
3 Discovery
___ Laboratory
___ Practicum
4 Role Playing/Simulation/Games
___ Independent Learning/
Self Instruction
5 Other (Please Specify.)
Related to Discovery - Speakers From Various Occupations on the Value of Work

STUDENT LEARNING ACTIVITIES: (Prioritize the ones that apply.)

___ Read Texts
2 Participate in Discussions
___ Attend Conferences, etc.
3 View Films
___ Observe Handicapped Individuals
1 Other (Please Specify.)
Assessment Test

Examples of Specific Activities:

1. Students will take a True-False Assessment Test on the value of work, e.g., 1) The only reason people work is to earn money, 2) Rich people do not work. Follow-up activities will relate to the areas of defined weakness.

2. Students will identify the eight reasons people work: 1) earning money, 2) security, 3) gaining experience, 4) feeling important, 5) achievement, 6) recognition, 7) social value, 8) keeping busy.

RESOURCES:

1. Roskos, Frank C. Preparing For The World of Work. Merrill, WI: F. R. Publications, 1979.

2. Jew, Wing and Tong, Robert. Job Ticket Book. Hayward, CA: Janus Book Publishers, 1976.

STUDENT ACTIVITY FORMS:

1.	Work	(IV-23A)
2.	Work and Job Attitudes	(IV-23B)
3.	Work Qualities	(IV-23C)

POST-TEST EVALUATION/SUMMARIES:

OTHER RELATED INFORMATION LISTED:

WORK

TRUE or FALSE: Place a T for true and an F for false before each statement.

__________ 1. Most people need to work for a living.

__________ 2. Earning money is more important today than it was during the time of the pioneers.

__________ 3. The only reason people work is to earn money.

__________ 4. Rich people do not work.

__________ 5. A savings account at a bank is putting money aside for the future.

__________ 6. When people work, they provide a product or service for other people.

__________ 7. One of the reasons people work is to receive recognition.

__________ 8. The amount of money earned from an employer depends on what service, product, or benefit the employee can offer the employer.

__________ 9. Experience on a job is of no value.

__________ 10. Work can give purpose to life.

SOURCE: Frank Roskos. Preparing for the World of Work.

WORK AND JOB ATTITUDES

A job attitude is a worker's thinking, acting, or feeling toward work, an employer, and fellow workers. If he always does his best or tries to be a good worker, he has a good job attitude. If a worker is always looking for ways to get out of work or for ways of doing as little as possible, then he has a poor job attitude.

In the following list place a checkmark (   ) before each item that would be a good job attitude.

___ 1. Cares for the job
___ 2. Is a careful worker
___ 3. Tries to improve
___ 4. Is lazy
___ 5. Is cooperative
___ 6. Only wants the paycheck
___ 7. Tries her best
___ 8. Lies to people
___ 9. Steals or cheats
___ 10. Wastes time
___ 11. Wants to succeed
___ 12. Is willing to work
___ 13. Gets along with others
___ 14. Takes orders
___ 15. Is often late to work
___ 16. Talks back
___ 17. Wastes material
___ 18. Looks clean and neat
___ 19. Is loud and noisy
___ 20. Is dependable
___ 21. Does not listen
___ 22. Starts arguments
___ 23. Follows directions
___ 24. Has good manners
___ 25. Minds own business
___ 26. Does as he pleases
___ 27. Likes to sit around
___ 28. Picks on others
___ 29. Is reliable
___ 30. Is loyal

TRUE or FALSE: Place a T for true and an F for false before each statement.

_____ 1. Everyone gets a job if he or she applies for it.
_____ 2. Training for some jobs could be learned by going to night classes.
_____ 3. It is easy for a high school dropout to find a job.
_____ 4. A worker should be able to get along with his fellow workers.
_____ 5. A good worker should cooperate with the boss.
_____ 6. The amount of pay a worker will get will depend partly on that worker's experience.
_____ 7. Many times the beginning worker must start at the bottom of the pay scale.
_____ 8. Many beginning workers start at the top of the "work ladder".
_____ 9. A job should always be done well.
_____ 10. A person's uncle makes a good reference.

WORK QUALITIES

MATCHING: Match the words in Column 1 with the correct meaning in Column 2.

		Column 1		Column 2
___	1.	Difficult	A.	Finding fault with someone or something
___	2.	Co-worker	B.	Something that has been done
___	3.	Effort	C.	Not present, to be gone, to be away
___	4.	Performed	D.	Discussion by persons who disagree
___	5.	Careless	E.	Custom, usual practice, doing over and over
___	6.	Criticism	F.	Thinking well of oneself or being satisfied with oneself
___	7.	Improve	G.	Person who works with another person
___	8.	Absent	H.	Make better
___	9.	Upset	I.	Not watching what one does, not caring
___	10.	Plaster	J.	To trick someone, to do business that is not honest
___	11.	Habit	K.	Great disorder, disturb
___	12.	Unwritten	L.	Not telling the truth
___	13.	Courtesy	M.	Hard to do or understand
___	14.	Pleasant	N.	Polite behavior, being kind
___	15.	Cheerful	O.	Easy to get along with, friendly, one who pleases
___	16.	Argument	P.	Joyful, glad
___	17.	Responsible	Q.	Try hard to do something
___	18.	Cheat	R.	Covering of mixture of lime, sand, and water for a wall
___	19.	Lying	S.	Not written
___	20.	Proud	T.	Trustworthy, reliable, dependable

SOURCE: Frank Roskos. Preparing for the World of Work.

FACTOR:	AREA:
IV. VALUE	24. MONEY

PRE-TEST SCORES/SUMMARIES:

INSTRUCTIONAL STRATEGIES: (Prioritize the ones that apply.)

___ Lecture
1 Discussion/Questioning
___ Practice/Drill
2 Viewing/Listening/Answering
___ Problem Solving
___ Discovery
___ Laboratory
___ Practicum
3 Role Playing/Simulation/Games
___ Independent Learning/ Self Instruction
___ Other (Please Specify.)

STUDENT LEARNING ACTIVITIES: (Prioritize the ones that apply.)

___ Read Texts
1 Participate in Discussions
___ Attend Conferences, etc.
___ View Films
___ Observe Handicapped Individuals
2 Other (Please Specify.) Student Worksheets containing hands-on activities

Examples of Specific Activities:

1. Count groups of coins and bills to determine the value of each.

2. Complete the enclosed "Money Concepts" form.

3. Read and discuss the "Your Values" form.

RESOURCES:

1. Ohio Association of Supervisors and Work-Study Coordinators, Region #IV. On Your Own In Ohio. Warren, OH: Trumbull County Board of Education, 1980.

2. Xerox Educational Publications. You and Your World Newspaper, "Money & You" Section. Middleton, CT: Xerox Educational Publications, 1980.

STUDENT ACTIVITY FORMS:

1. Money Concepts	(IV-24A,B,C)
2. Your Values	(IV-24D)

POST-TEST EVALUATION/SUMMARIES:

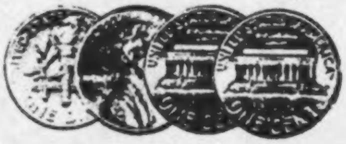
OTHER RELATED INFORMATION LISTED:

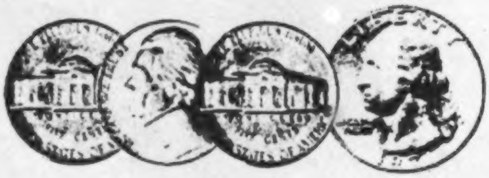
IV-24A

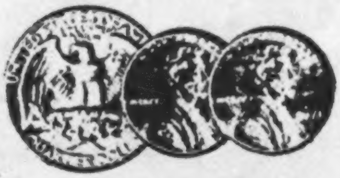
MONEY CONCEPTS

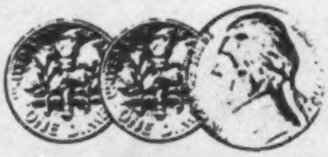
DIRECTIONS: Number on your paper 1 through 15. For each group of coins and/or currency below, list the exact amount or worth in numbers.

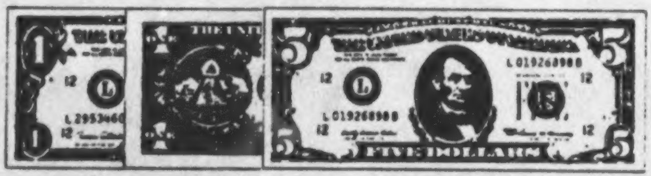
AMOUNT

1.

1. ____________

2.

2. ____________

3.

3. ____________

4.

4. ____________

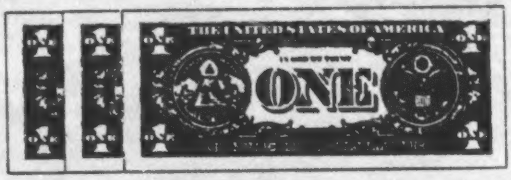
5.


5. ____________

MONEY CONCEPTS (Continued)

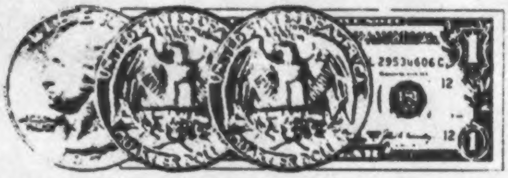
Amount

6.



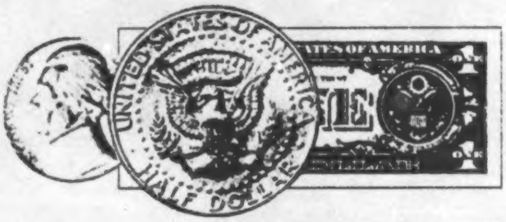
6. ____________

7.



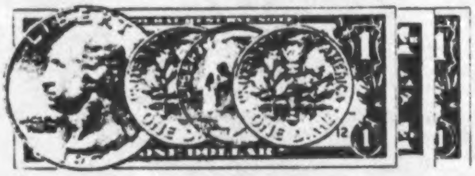
7. ____________

8.



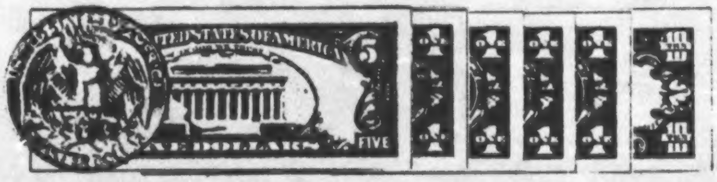
8. ____________

9.



9. ____________

10.

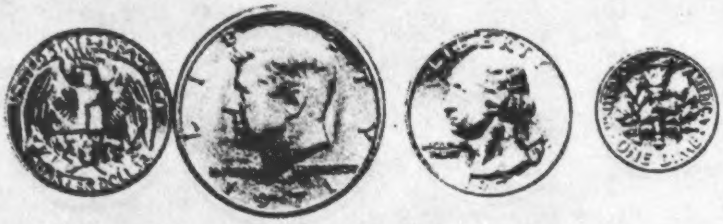


10. ____________

MONEY CONCEPTS (Continued)

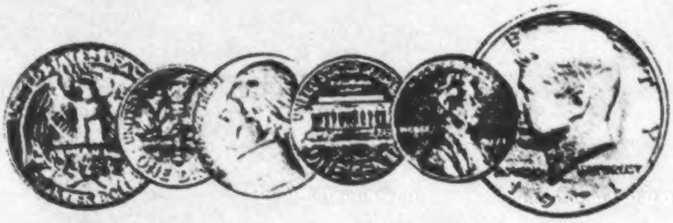
Amount

11.



11. ____________

12.



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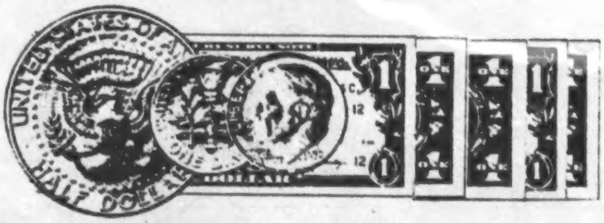

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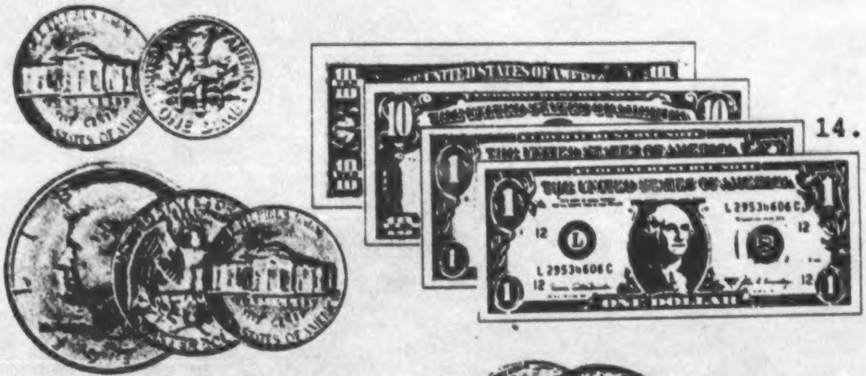

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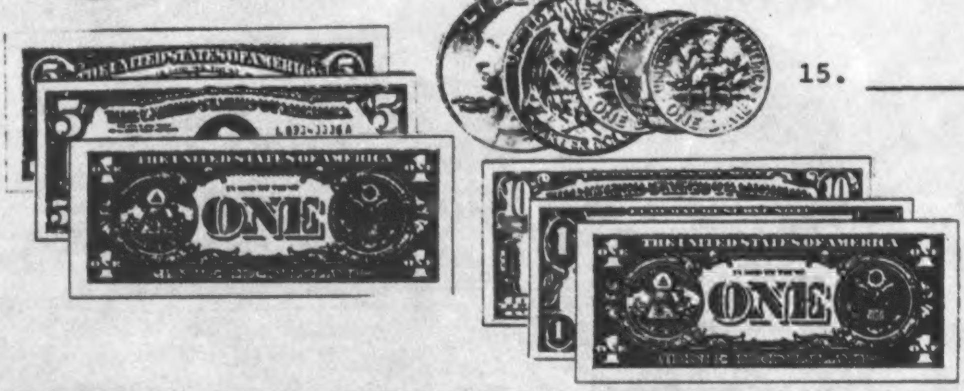


15. ____________

YOUR VALUES

Whether you know it or not, you have values. And whether you know if or not, you have a value system.

Your values are the ways you feel about things. Your values are the ways you measure the importance of things.

Take rock music, for example. If rock music is important to you, it has a high value to you. If you don't care much for rock music, it has a low value to you.

Your value system is all your values together. Your value system is the way you put your values in order--from most important to least important.

Take different kinds of music, for example. One person may value rock music more than jazz or folk music. But another person may value jazz more. These two people have different value systems.

Every person changes values from year to year. And value systems changes too. Your value system today is different than it was a year or two ago. And a year from now it will be different than it is today.

Everyone has a value system. But not everyone takes the time to take a careful look at his or her value system.

Understanding your own value system is very important. The better you understand your value system, the better chance you have of handling your money wisely. And the more wisely you handle your money, the more likely you are to enjoy life.

Suppose owning a car is a very important value to you. But you don't have the money to buy a car. So you decide to get an after-school job and save money for a car. But wait. What must you give up to get a job?

You may have to give up time with your friends. You may have to give up being on a school team. You may have to give up study time or sleep time. You may even risk giving up good grades in school.

Now take a look at your value system. How important to you is having a car? Is it more important to you than the things you'll have to give up?

Remember also that your value system is always changing. What about having a car? Will having it still be as important to you by the time you have saved the money to buy it?

The chart on the right lists some of the different things that you are likely to spend money on. Look over this list carefully. Then, in the column headed 1981, number these things from 1 to 13. Use 1 for the thing you value most, and so on.

Then look over the list again. This time, think ahead to 1986. Now number each of these things again. But this time show how you think you'll value each thing five years from now.

Things To Spend Money on	1981 Values	1986 Values
Clothes		
Cosmetics		
Foods		
Medicine		
Records		
Gifts to others		
Cigarettes		
A car		
A motorcycle		
Sports events		
Movies		
Liquor		
Savings		

FACTOR: IV. VALUE	AREA: 25. SAFETY

PRE-TEST SCORES/SUMMARIES:

INSTRUCTIONAL STRATEGIES: (Prioritize the ones that apply.)

___ Lecture
4 Discussion/Questioning
1 Practice/Drill
3 Viewing/Listening/Answering
___ Problem Solving
___ Discovery
___ Laboratory
2 Practicum
___ Role Playing/Simulation/Games
___ Independent Learning/Self Instruction
___ Other (Please Specify.)

STUDENT LEARNING ACTIVITIES: (Prioritize the ones that apply.)

___ Read Texts
1 Participate in Discussions
___ Attend Conferences, etc.
2 View Films
___ Observe Handicapped Individuals
___ Other (Please Specify.)

Examples of Specific Activities:

1. Student will identify safety equipment, explain proper use of each and reason for its use in the appropriate industry.

2. Student will demonstrate ability to follow safety procedures in using basic machinery, mixing chemicals, and working with fellow employees.

RESOURCES:

1. Seaton, Stack, Loft. Administration and Supervision of Safety Education. Toronto, Ontario: The MacMillion Company, Second Printing, 1969.

2. Santa Cruz County Schools. BCP Observation Booklet. Palo Alto, CA: Vort Corporation, 1973.

STUDENT ACTIVITY FORMS:

1. Safety Related Items (IV-25A)
2. Safety Related Signs (IV-25B)

POST-TEST EVALUATION/SUMMARIES:

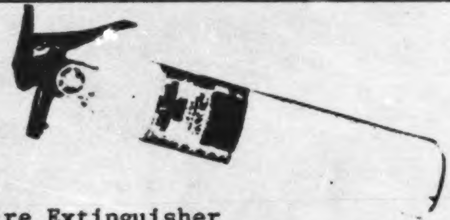
OTHER RELATED INFORMATION LISTED:

SAFETY RELATED ITEMS

The student will check those items which are safety related. Mark an "X" in the box which represents the correct selection.

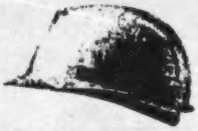
Basketball/Tennis Shoe

Safety Toe Shoe



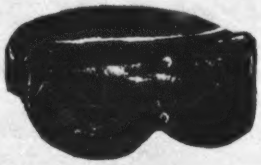
Fire Extinguisher

Hammer



Hard Hat

Baseball Hat



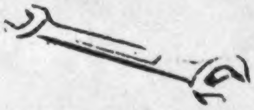
Safety Glasses

Screwdriver

Fire Exit

Restrooms

Ear Protectors



Wrench

SAFETY RELATED SIGNS

Select the signs that are safety related. Mark an "X" in the box which represents correct selections.

☐	PULL IN CASE OF FIRE	☐	TURN
☐	CLOSE	☐	EXIT
☐	PULL	☐	CAUTION
☐	HAZARDOUS	☐	TURN RIGHT
☐	LOW CLEARANCE	☐	OPEN
☐	FLAMMABLE	☐	PRESS

FACTOR: IV. VALUE	AREA: 26. CONSERVATION

PRE-TEST SCORES/SUMMARIES:

INSTRUCTIONAL STRATEGIES: (Prioritize the ones that apply.)

___ Lecture
1 Discussion/Questioning
___ Practice/Drill
2 Viewing/Listening/Answering

___ Problem Solving
___ Discovery
3 Laboratory
___ Practicum

___ Role Playing/Simulation/Games
___ Independent Learning/ Self Instruction
4 Other (Please Specify.) Field Trip

STUDENT LEARNING ACTIVITIES: (Prioritize the ones that apply.)

___ Read Texts
2 Participate in Discussions
___ Attend Conferences, etc.

3 View Films
___ Observe Handicapped Individuals
1 Other (Please Specify.) Activities

Examples of Specific Activities:

1. Produce a product in the classroom by: a. collecting needed tools and materials before starting, to save time, b. performing job quickly, but accurately, c. returning tools and extra materials to their proper place, d. cleaning up area for next usage.

2. Given a project of making a puppet from a pattern, the student will: a. request needed tools and materials, e.g., scissors, glue, construction paper, paper bags, pencils, pens, crayons, etc., b. organize their work to conserve time, c. produce a product with the least amount of waste.

RESOURCES:
1. Shawn, Bernard. Foundations of Citizenship. Phoenix, NY: Frank E. Richards Publishing Company, 1966.
2. Goble, Dorothy Y. How To Get A Job and Keep It. Austin, TX: Steck-Vaughn Company, 1969.
3. Noffsinger, Thomas. Program Models For EMR Students. Mentor, OH: Mentor Exempted Village Board of Education, 1972.

STUDENT ACTIVITY FORMS:

1. Keeping Your Job (IV-26A)
2. Is Time Really Money? (IV-26B)

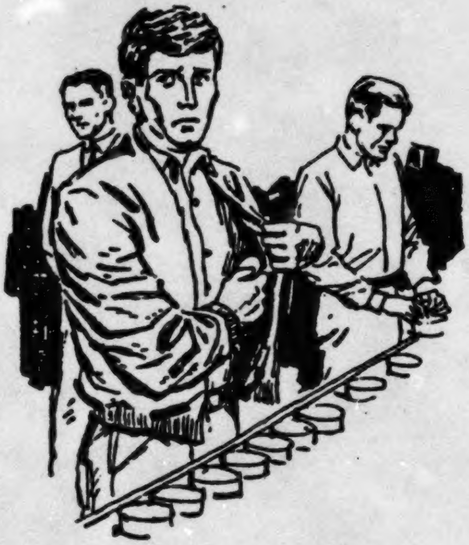
POST-TEST EVALUATION/SUMMARIES:

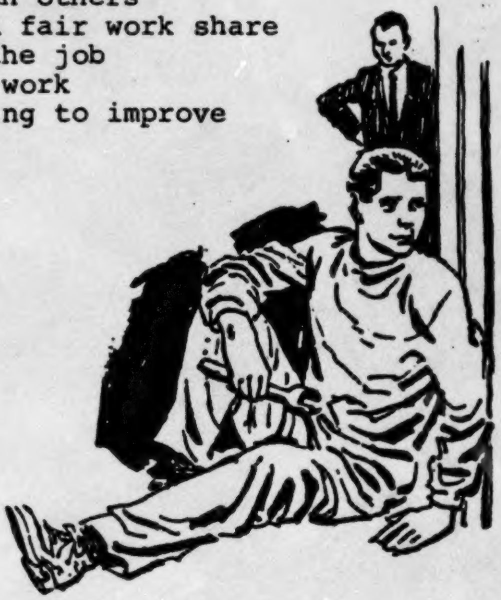
OTHER RELATED INFORMATION LISTED:

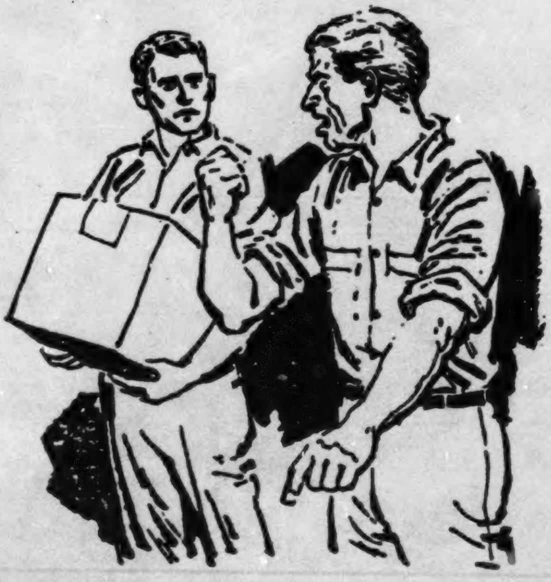
KEEPING YOUR JOB

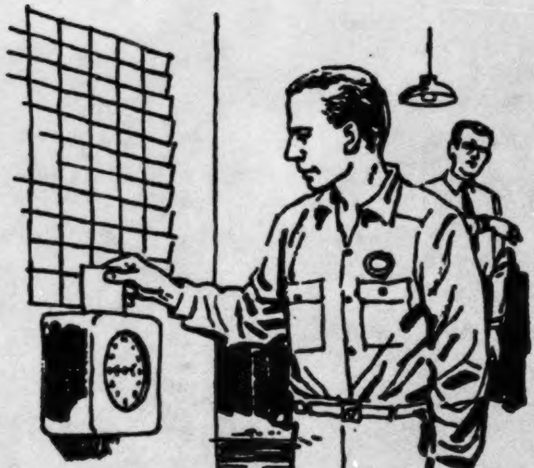
Discuss the list of reasons why people lose jobs and explain which reason each of the pictures would represent.

1. Coming to work late or leaving early
2. Taking too many breaks or staying too long on them
3. Being dishonest or stealing from the boss
4. Missing too many days from work
5. Not following company rules
6. Not getting along well with others
7. Being lazy and not doing a fair work share
8. Not willing to train for the job
9. Doing messy or incomplete work
10. Being too slow or not trying to improve









IS TIME REALLY MONEY?

To be late is to steal time.

A person should work on a job even when the boss is not there to watch. Otherwise, he or she is taking time from the employer. He or she is taking pay dishonestly, because that person hasn't worked for it. Remember, most employees will be fair with you if you are honest with them. Honesty also means being truthful. Tell the truth even when you are wrong. Honesty is the first step toward becoming a good worker.

CRITERION AWARENESS SCALE

Purpose

The Criterion Awareness Scale was developed to enable teachers and work-study coordinators to evaluate student readiness in the area of 1) getting a job and 2) keeping the job. This scale covers fifteen areas directly related to job success. This test is another way of helping students understand their job preparedness and success potential.

Instructions to Interviewer

This scale is to be administered individually and orally.

Rate each response on a scale from 0 (the worst answer you can imagine or no answer at all) to 4 (the best and most complete answer you can imagine) and record these ratings on the Interview Record Sheet (attached).

Do NOT give the student any feedback on your evaluations of his or her answers during the interview.

Interview Introduction

Tell the student the following:

You are at this school to learn how to get a job a keep it. Whatever this job is, you will have a boss who must decide whether to hire you in the first place and whether to keep you on thereafter. If you want to get and keep any job you've got to look, think, and act the way this boss wants you to.

Today, we're going to see how much you know about how bosses want their employees to look, think, and act. First, we'll decide on some particular kind to job to think about. Then, I'll ask you some questions about getting and keeping that job. You are to answer these questions the way you think the boss of that job would want you to.

Now, let's decide on the kind of job to think about.

(If the student suggests an unrealistic kind of job, steer him or her to a more realistic choice. If the student's suggestion is too vague, steer him or her to a more specific choice.)

Interview Questions

Getting the Job

1. How would you prepare yourself to get to this job interview on time?

2. How would you dress and fix yourself up for this interview?

3. How would you act during this interview? What should you say and not say; do an not do?

4. If the boss asked you why you wanted this job, what should you say?

5. What kinds of information about yourself should you have available for completing a job application?

6. What kinds of questions about this job should you be prepared to ask?

Keeping the Job

7. If you or your mother felt a little sick some workday morning, what should you do?

8. If some other employee is picking on you, say, calling you names, what should you do?

9. If you know that a certain other employee is stealing from the company, what should you do?

10. If you slip and fall at work and hurt your arm, what should you do?

11. If the boss gives you some kind of task you don't want to do, what should you do?

12. If the boss gives you some kind of task you don't know how to do, what should you do?

13. If you don't have a certain piece of equipment you need to do a task you were given, what should you do?

14. If you realize that the task you are working on can't be finished by quitting time, what should you do?

15. If you think you have found a better or safer way to do some task at work, what should you do?

INTERVIEW RECORD SHEET

Name ______________________ Sex ________ Age ______ Grade ________

Date ______________ Date(s) of previous interviews ________________

	Worst				Best
Getting the Job	0	1	2	3	4
1. Punctuality					
2. Appearance					
3. Manners					
4. Ambition					
5. Preparation					
6. Curiousity					
Keeping the Job					
7. Reliability					
8. Human relations					
9. Honesty					
10. Safety and liability					
11. Obedience					
12. Willingness to learn					
13. Resourcefulness					
14. Responsibility					
15. Creativity					